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ABSTRACT

Students at 19 Michigan elementary schools in 17 districts showed a dramatic improvement in Michigan Educational Assessment Program test score results from 1976 to 1979. A three-pronged effort to identify the factors associated with the improvement involved a computer analysis of school demographic data, field interviews, and a symposium of 107 key personnel from 18 of the 19 schools who corroborated the field interviews. Analysis of the demographic data failed to reveal any positive correlation with success; however, a "Formula for Success" extracted from the interviews and symposium contains seven elements that constitute a "critical mass" that all 19 schools possess. The seven elements are: (1) the staff has a high degree of intercommunication; (2) the instructional program contains the basic elements of mastery learning; (3) the principal is a strong leader with an understanding of curriculum and instruction; (4) the staff is stable, flexible, innovative, and skilled; (5) the parents are supportive because the school communicates well with them, and in some cases community education programs make this possible; (6) the superintendent is a leader who communicates clearly the importance of academic achievement; and (7) all the parties involved in the teaching-learning process know what is expected of them. (MLF)

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19 IMPROVING SCHOOLS and why

Their "Formula for Success"

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19 IMPROVING SCHOOLS
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Their "Formula for Success"

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Together, we are grateful, of course, to our prime sponsor, the Charles Stewart Mott Foundation; to the College of Education at Eastern Michigan University for its resources and hospitable atmosphere; to the National Center on Teaching and Learning for sponsoring the symposium; to the many, many folks in the 19 schools who gave us their time and thoughts in the field interviews; to the panelists and guests who contributed to the symposium; and, most especially, to the symposium participants, who may have undergone the most intensive "brain-picking" since the term was first used.

Foreword

Does community education programming have an impact --- positive or negative --- on the academic achievement of youngsters in schools conducting such programs?

For many years, proponents of the community education philosophy have argued that because the community education philosophy calls for a process of community participation in over-all community improvement, an "improved" community becomes a more "educative" community and hence pupils should learn better. Such proponents cite the fact that a child spends only about 900 hours of the 9000-hour year in the school classroom. Nine-tenths of a pupil's time, then, is spent in that vast classroom we call a "community." To the degree that community education programming improves the quality of the learning experiences in that larger classroom, it must enhance the learning of the involved youngsters. If the community education process results in an improvement in the overall quality of life in the community --- in better nutrition, better opportunities for wholesome recreation, a better family life, better educated and informed parents, better opportunities to draw upon the human resources of senior citizens, better cooperation between schools and business and industry, the "marshalling of a community's resources to meet its needs," --- then it must, perforce, mean better-prepared youngsters.

Disciples of James Coleman and others would probably go so far as to say that only with total community improvement can we hope to improve youngsters' over-all achievement, relating achievement, as they would, so clearly to the socio-economic status of families and parents.

They might reason that only with programs that improve the socio-economic status of parents and families (job upgrading, further education of parents, raising of income of minorities, etc.) can we improve, ultimately, the aspirations and the achievement of youngsters.

Is the question even worth asking?

Is it important at all whether or not community school programming has any impact on the academic achievement of youngsters? Isn't it sufficient that community education have an impact in such areas as the improvement of continuing education opportunities for adults, the improvement of recreational opportunities for persons of all ages, the improvement of health education and services, the more efficient use of public facilities, the enrichment of life for senior citizens and more community involvement in educational decision-making?

Even for those who consider these outcomes as reason enough for a community's adoption of the community education philosophy, they must face the fact that, with minor exceptions, the most viable mechanism for delivering community education services remains the neighborhood public school. Its advantages from the standpoint of location, facilities, communications potential and proximity to neighborhood social dynamics simply cannot be matched by any other public institution or agency. The neighborhood public school is the most efficient way to deliver community education services.

But public schools these days are forced by circumstances to rivet their attention on "the basics." At the same time the schools' financial resources are declining, the public is demanding better performance by the schools in providing youngsters with basic academic skills. Even during the educational "boom" years of the fifties and sixties, critics of the community education philosophy questioned what business the schools had being involved in all of these "fringe" activities. Citing the provision of the "3R's" as the only clear-cut social mandate of the public schools, such critics demanded evidence that community education made a significant, direct contribution to that mission. Critics of the time also questioned the social roles imposed on schools by the courts and government (e.g., desegregation, Title IX, school lunch programs, etc.). Many observers concluded by the end of the 70's that schools were simply being asked to do too much. It was time to get "back to the basics."

Given the good arguments that can be made and have been made for the increased effectiveness and efficiency that are derived from the

expansion of a school's role in a community, in today's climate the pragmatic educational policy maker, looking at hard choices in the allocation of human and material resources, must ask: "Will it contribute to a more over-all effective school?"

Thus, the important question for some becomes not, "Does a community education program have a positive impact on academic achievement?", but rather, "Can I be assured that it won't have a negative impact on what the public sees as the main mission of the school?"

This study set out to determine, in the case of 19 outstandingly academically successful schools, if community education programming could be adjudged to have had an impact, one way or another --- positive or negative --- in their success. Deliberately using an open and objective approach that simply asked, "What were the factors that caused the success of these schools?" produced not only a revelation of the role played by community education in their success but, far more importantly, an assessment of the factors that made for success by the successful people themselves: the teachers, curriculum coordinators, community education directors, principals and superintendents who made it happen.

The findings amount to a "Formula for Success."

1

Introduction:

Purpose,Scope and Methodology of the Study

This is a study of the 19 "most improving" elementary schools in the State of Michigan from 1976 through 1979. Beginning in 1976, pupils in these schools taking the Michigan Educational Assessment Program tests began to score substantially higher in Mathematics and Reading over the previous year and continued to improve substantially each year thereafter through 1979, the last year for which scores were available at the time of the study.

This study attempts to identify the factors that caused this improvement by the foliowing means:

1. An analysis is made of demographic, financial and organizational data of the schools to determine if there were any correlations between their success and such variables as type of community, wealth of the school district, expenditure-per-pupil for instruction, pupil-teacher ratio, size of the school, socio-economic background of sending families, teacher salaries, etc.

2. A field study conducts and tabulates the results of interviews in which staff members in the schools give their opinions of what made their school successful.

3. A two-day symposium is convened to which seven persons from each of the schools are invited and asked to:

a. Alter and/or confirm the findings of the field study.

b. Complete an Individual Analysis identifying and ranking in importance the factors most critical in their school's success.

c. Produce, from group discussion concensus, a set of statements, in order of importance, that describe the key elements of any successful school.

d. Develop from group discussion concensus a list of implications that all of these findings have for educational policy groups throughout the state, including Colleges of Education, Professional Organizations and Governmental Agencies.

e. Receive reactions to their recommendations and deliberations from a panel of representatives of the aforementioned statewide groups.

This monograph reports the results of these activities and from these results draws conclusions regarding the reasons for success of the 19 schools and speculates concerning the elements necessary for success in any elementary school.

2

Identifying 19 Improving Schools

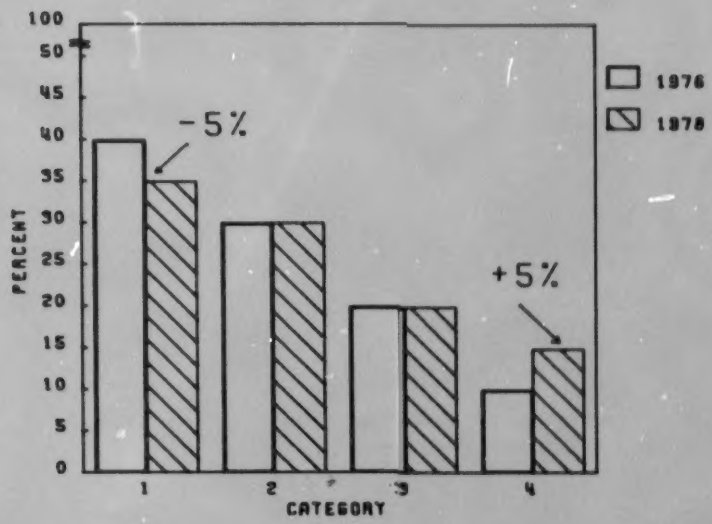
Since 1970 all Michigan school districts have been required by the State Department of Education to administer annually a standardized achievement test to all fourth and seventh graders. (Administration of the test became compulsory for tenth graders as well in 1978.) The Michigan Education Assessment Program Tests are criterion-referenced tests and are designed to test minimum proficiencies in Reading and Mathematics. In the early years of the M.E.A.P., the validity of the tests was often questioned. Much revision took place and by 1976 the tests became generally accepted as valid.

In the Spring of 1981 we procured from the Michigan Department of Education on computer tapes, scores on the tests for all children, in all schools, in all districts in Michigan from 1976 on. We then proceeded to search for especially successful schools. Rather than seek out consistently high scoring schools, we sought schools which, as adjudged by M.E.A.P. scores, were improving their performance from 1976 on. 1976 was chosen as the base year because that was the year in which the tests themselves stabilized and were broadly accepted as valid. The latest test score data available to us were the 1979 scores. Therefore, we confined our search to schools that had improved from 1976 through 1979.

To define "improving" we used the criteria developed by the Department of Education itself. The Department designates a school as "I" (Improving) if, over a two year period, it increases the number of youngsters scoring in the highest quartile (75% or more questions answered correctly) by 5% and, during the same two year period decreases the number of youngsters scoring in the lowest quartile (25% or less questions answered correctly) by 5%. An "I" school must also at least maintain performance levels at the end of the first year.
Chart A illustrates this.

Chart A

"An Improving School"



We asked our computer first for the names of elementary schools in Michigan that had earned an "I" in Reading at the fourth grade level for the period 1976-1978. This produced the names of about 140 elementary schools. Next, we asked the computer to name elementary schools that had earned an "I" in Reading and in Mathematics during the 1976-78 period. This produced a list of approximately 80 schools.

Finally, we asked our computer to name elementary schools in Michigan that had earned an "I" in Reading and in Mathematics in the period 1976-78 and had also earned an "I" in Reading and in Mathematics for the period 1977-1979. This question produced the names of the 19 schools that became the subjects of the study (two districts each had two schools.) A map of Michigan displaying the names and locations of the districts appears as Chart B on page 8. Chart C on page 9 lists the individual schools.

Chart B

Map of 17 School Districts

Chart C

List of the 19 Elementary Schools

Districts	Schools
Thornapple Kellogg	McFall
Pinconning	Mt. Forest
Niles	Howard
Escanaba	Jefferson
LakeVille	Southwest
Grand Rapids	West Leonard
Morenci	Morenci
Brighton	Spencer Road
Howell	Northwest
Anchor Bay	Dean Naldrett
Anchor Bay	Sugarbush
Mt. Clemens	Lincoln
Mason	Central
Mason	South
Brandon	Howard Burt
Huron Valley	Springmills
Port Huron	Lakeport
East China	Ward Cottrell
Constantine	Riverside

Truly, the improvement over this period of time by these schools was outstanding. They improved consistently over a period of four years. Further than this, their improvement in Reading was, on the whole, even greater than the amount required in order to earn an "I." Chart D on page 11 "Reading 1976 vs. 1979," shows that, in Reading, the 19 schools, as a group, reduced the number of youngsters in the lower quartile by 19% and, at the same time, increased the number of youngsters at the highest level of achievement by 25%.

Chart E on page 11, "M.E.A.P. Math 1976 vs. 1979," shows that achievement in mathematics for the composite of the 19 schools was already at a fairly good level in 1976 with only 3% of the youngsters at the lowest quartile. But, in the aggregate, the 19 schools increased the number of youngsters in the top quartile in mathematics by 15% during the period.

Thus, we had the names of 19 elementary schools that had improved dramatically their test scores in reading and mathematics at the fourth grade level over the most recent three year period. We speculated that something had been done right. We set out in a truly open spirit of inquiry to determine what, if anything, these 19 schools had in common, anything that they had done that had contributed to their success.

Chart D

M.E.A.P. Reading 1976 vs. 1979

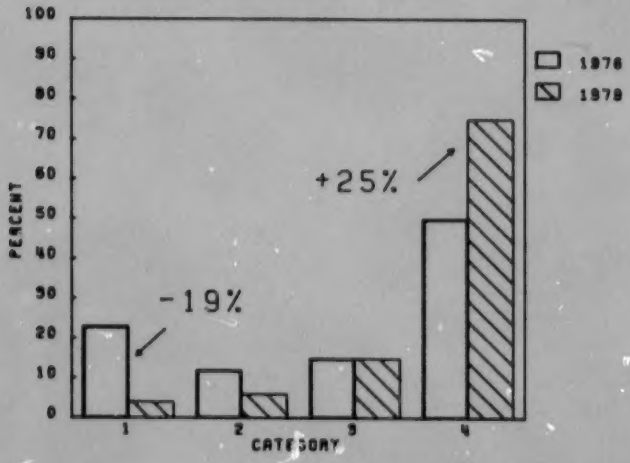
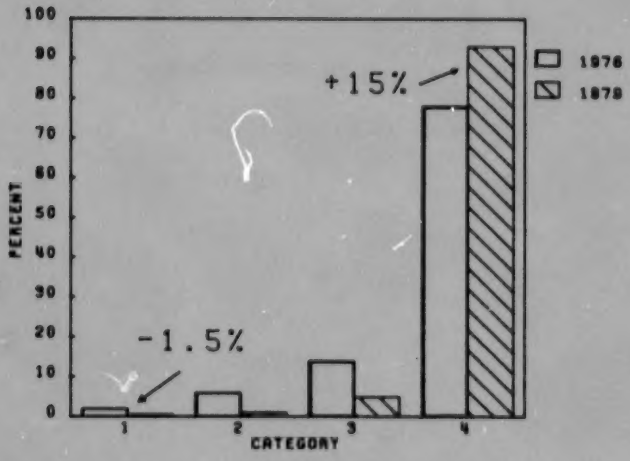


Chart E

M.E.A.P. Math 1976 vs. 1979



3

Analyzing Data about the Schools

The first step in the attempt to determine reasons for success was to look at significant data about the districts themselves. Chart F on page 13, "Selected District Data," is a tabulation of data regarding the districts in which the successful schools were located. The data are for the school year 1977-78, the "middle" year of the study. Examination of this data yields no commonalities, no patterns in a number of factors that might be thought of as predictors of success.

1. SIZE OF DISTRICT ranged from an enrollment of 1,090 pupils in Morenci to 37,407 in Grand Rapids.

2. S.E.V. PER PUPIL (A measure of a district's wealth, local tax base) ranged from $17,533 in LakeVille to $61,493 in East China. The statewide average that year was $29,337.

3. TOTAL OPERATING MILLAGE ranged from 20.2 mills in East China to 38.08 in Mount Clemens.

4. STATE AID MEMBERSHIP PER TEACHING POSITION ranged from 20:1 in Morenci, Mt. Clemens, and Constantine to 25:1 in Pinconning, LakeVille, Anchor Bay, and Huron Valley.

5. THE AVERAGE TEACHER'S SALARY in the 19 districts ranged from a low of $12,454 annually in Morenci to a high of $16,750 in Huron Valley. In only two districts of the 19 (Huron Valley and Mt. Clemens) did the average teachers' salary that year exceed the statewide average of $16,454.

Chart F

Selected District Data 1977-78

DISTRICT	ENROLLMENT	S.E.V. PER PUPIL	TOTAL OPERATING MILLAGE	STATE AID MEMBERSHIP PER TEACH. POSITION	AVERAGE TEACH. SALARY	TOTAL INSTRUCTION. EXPEND. PER PUPIL	SALARIES FOR INSTRUCTION PER PUPIL	NO. ELEM. SCHOOLS IN DIS.	COMM. TYPE 1. METRO-CORE 2. CITY 3. TOWN 4. URBAN FR. 5. RURAL	COMMUN. SCHOOL DISTRICT
THORNAPPLE KELLOGG	2,077	20,887	27.00	23	15,104	903.68	856.58	2	RURAL	YES
PINCONNING	3,265	21,165	23.9	25	15,443	822.82	770.46	4	RURAL	YES
NILES	5,698	24,583	30.87	21	14,732	1044.54	988.20	6	CITY	YES
ESCANABA	4,959	28,043	27.55	22	16,250	987.78	935.31	10	CITY	YES
LAKEVILLE	3,319	17,533	26.00	25	16,057	898.97	822.65	4	RURAL	YES
GRAND RAPIDS	37,407	21,548	30.00	23	15,483	1286.69	1116.83	52	METRO	YES
MORENCI	1,090	24,664	24.5	20	12,454	772.44	701.94	1	RURAL	NO
BRIGHTON	5,398	25,993	28.6	24	15,265	942.69	867.27	5	RURAL	YES
HOWELL	6,284	28,788	28.4	24	14,940	879.41	791.15	6	TOWN	YES
ANCHOR BAY	4,743	20,763	25.08	25	14,537	921.64	768.23	5	TOWN	YES
MT. CLEMENS	5,189	27,140	38.08	20	16,553	1153.37	1104.99	10	CITY	YES
MASON CONSOLIDATED	2,132	33,004	24.75	23	15,014	856.66	815.78	2	RURAL	YES
BRANDON	2,964	23,778	26.98	22	13,080	832.91	779.85	2	TOWN	YES
HURON VALLEY	10,338	23,618	32.5	25	16,750	979.69	911.25	10	TOWN	YES
PORT HURON	15,400	21,825	28.52	22	16,440	1077.09	1019.59	14	CITY	YES
EAST CHINA	5,145	61,493	20.02	23	16,006	946.27	874.23	6	TOWN	NO
CONSTANTINE	1,666	26,467	22.5	20	12,612	825.00	761.02	2	RURAL	YES
STATE AVERAGE		29,337			16,454					

6. TOTAL INSTRUCTIONAL EXPENSE PER PUPIL ranged all the way from $772.44 annually in Morenci to $1286.69 in Grand Rapids.

7. SALARIES FOR INSTRUCTION PER PUPIL ranged from $701.94 annually in Morenci to $1,116.83 in Grand Rapids.

8. THE NUMBER OF ELEMENTARY SCHOOLS IN THE DISTRICT again found Morenci and Grand Rapids in the extremes with only one elementary school in Morenci and 52 in Grand Rapids.

9. THE TYPE OF COMMUNITY as classified by the State Department was a "mixed-bag" as well. Our group included one "Metropolitan-Core" district, Grand Rapids ("the community is the central city of a Michigan Standard Metropolitan Statistical Area,") four "City" districts ("Population of 10,000 or more, but not Metropolitan-Core or Urban Fringe,") five "Town" districts ("Population 2,500 to 9,999,") and seven "Rural" districts ("Population of less than 2,500.")

This distribution reflects fairly well the statewide distribution of some 529 districts except that 22% of the states' districts are classified as "Urban Fringe" and there are no "Urban Fringe" districts in our group. However, the Department of Education's classification of districts was done in 1970 and based on the demographics of that time. It is our opinion that two districts in our study that were classified as "Rural" in 1970 and three that were classified as "Towns" in 1970 would be classified as "Urban Fringe" in 1978 because of the changes in their nature in the 1970's, i.e., they became suburban for commuters who work in Metropolitan areas. These five districts are: Brighton, Howell, Mason, Huron Valley and East China. Considering those five districts as "Urban Fringe" in 1976-1979, (They have "Urban Fringe" characteristics more than "Rural" or "Town" .) makes our group of districts very reflective of the universe of districts statewide and, again, we see no pattern in terms of "Type of Community" that distinguishes our schools.

The only factor we found from the readily-available statistical data that might indicate a pattern was whether or not the district was classified as a COMMUNITY SCHOOL DISTRICT. Seventeen of the 19 schools were in districts classified as COMMUNITY SCHOOL districts. A district, for purposes of our study, earned this designation if it was receiving funds under the Michigan Community Schools Act during the period of the study. This Act supplements the salaries of full-time community education coordinators, one for every 1800 enrolled pupils, for qualifying districts.

A tabulation of selected data regarding the INDIVIDUAL SCHOOLS again revealed little in the way of patterns or commonalities.(See Chart G on page 17 "SELECTED INDIVIDUAL SCHOOL DATA")

1. ENROLLMENT IN THE INDIVIDUAL SCHOOLS varied from a low of 175 in Mason South (the school has since been closed) to a high of 800 pupils in the Howard School in Niles. Average enrollment in the 19 schools was 413.

2. THE ATTENDANCE AREAS of the individual schools were likewise varied. Three schools served "Urban" neighborhoods, six served "Suburban" areas (More than 50% of the heads of families were commuting somewhere else for work,) six served "Suburban Rural" areas (Less than 50% commuting,) and four served "Rural" areas.

3. SOCIOECONOMIC STATUS of the sending homes of the schools was extremely varied and that variety was frankly surprising to us. Four schools' families were relatively high, one high-middle, three rather solid middle, eight lower-middle, and three lower. Families in the Jefferson School in Escanaba, Spencer Road School in Brighton, and the Northwest School in Howell were stable, aspiring, highly-educated and affluent. At the other extreme, large numbers of families in the Mt. Forest School in Pinconning, the Howard School in Niles, and the Ward Cottrell School in Marine City lived in trailer parks, had only one parent, were relatively unstable, were on welfare or receiving Aid to Dependant Children, and had large numbers of children eligible for free or reduced price lunches. The other schools fell at levels everywhere

between the two extremes.

4. PERSONNEL CHANGES that occurred at the beginning of the period (Fall, 1976) were tabulated for the individual schools. They revealed that a new superintendent had arrived on the scene in only one district of the 17 --- Mason Consolidated District. However, six of the individual schools got a new principal that year. For all six, it was their first assignment as a principal. For five of the six new principals, their immediately preceding experience had been as either a reading teacher, a reading specialist or a reading consultant. The sixth's experience had been as an elementary teacher.

   In the field interviews, as reported later herein, the backgrounds of these first-year principals were identified by respondents as a factor in the schools' success. Likewise, the change in incumbency in the Curriculum Director's position was identified as a factor in three schools. Key staff changes were identified as factors in five schools and two schools identified the assignment of a reading specialist to the school as a factor. But, while these personnel changes were identified and/or mentioned by individual respondents, there was by no means unanimity of agreement within districts or within individual schools as to the importance of these changes. In one school, for example, the Principal gave "some" credit to the new Reading Specialist for the improvement, the Reading Specialist gave "most" of the credit to herself for the improvement, and the teachers gave "no" credit to the Reading Specialist for the improvement. (Success was all their own doing.)

5. NEEDS STATUS is the Department of Education's way to classify the Need for improvement of a school based on the percent of youngsters scoring in the various quartiles. A HIGH NEEDS school ("H") has fewer than 50% of its youngsters in category 4 (75-100% correct answers). A MODERATE NEEDS school ("M") has 50-74% of its student in category 4. A LOW NEEDS school ("L") has 75% or more of its pupils in category 4. A school must meet a particular criterion for two out of three years in order to fit into a given needs classification.

Chart G

Selected Individual School Data 1977-78

DISTRICT	SCHOOL	ENROLLMENT	ATTENDANCE AREA				SOCIO-ECON. STATUS			PERSONNEL CHANGES S=SUPT. P=PRIN. CD=CUR. DIR. S=STAFF RS=READ. SPEC.					NEEDS STATUS READ		MATH		COMPENSATORY PROGRAMS		BACKGROUND OF PRINCIPAL
			URBAN	SUB-URBAN	SUB-URBAN RURAL	RURAL	H	M	L	S	P	CD	S	RS	76-78	77-79	6-78	77-79	TITLE I	CHAP. 3	
THORNAPPLE KELLOGG	MCFALL	381			X							X			M	M	L	L	X	X	MD. SPEC.
PINCONNING	MT. FOREST	329				X					X		X		M	M	M	L	X	X	MD. TEACH.
NILES	HOWARD	800				X					X				M	M	L	L	X	X	MD. CONSLT.
ESCANABA	JEFFERSON	200	X												L	L	L	L			EL. TEACH.
LAKEVILLE	SOUTHWEST	350			X										M	M	L	L	X	X	EL. TEACH.
GRAND RAPIDS	WEST LEONARD	184	X											X	U	L	L	L		X	EL. TEACH.
MORENCI	MORENCI	475				X									M	L	L	L	X		EL. TEACH.
BRIGHTON	SPENCER ROAD	490		X											M	L	L	L			EL. TEACH.
HOWELL	NORTHWEST	589		X								X	X	X	M	M	L	L	X		J.H. TEACH.
ANCHOR BAY	DEAN NALDRETT	517			X										U	L	L	L	X		COUNSELOR
ANCHOR BAY	SUGARBUSH	558			X						X		X		U	L	L	L	X		MD. CONSLT.
MT. CLEMENS	LINCOLN	190	X									X			M	M	L	L	X	X	EL. TEACH.
MASON	CENTRAL	500		X						X					M	M	M	L	X		EL. TEACH.
MASON	SOUTH	175		X						X					L	L	L	L	X		MD. CONSLT.
BRANDON	HOWARD BURT	600			X								X		M	M	L	L	X		SEC. TEACH.
HURON VALLEY	SPRING MILLS	560		X							X		X		M	M	L	L			EL. CONSLT.
PORT HURON	LAKEPORT	300			X						X				M	M	L	L		X	EL. TEACH.
EAST CHINA	WARD COTTRELL	250		X									X		M	M	L	L	X		ASST. COACH
CONSTANTINE	RIVERSIDE	406				X					X				M	M	L	L	X	X	MD. SPEC.
AVERAGE		413																			

Hence, a "U" (Undetermined) is used to designate a school that does not fit any one criterion for two out of three years.

Our schools tended to be mostly MODERATE needs schools in Reading in 1976 (50-74% of their students in category 4). and LOW needs schools in Math in 1976 (75% or more of their students in category 4). This data is not especially illuminating, since the State Department of Education tells us that, for the periods in question, this distribution would more or less resemble the statewide distribution of needs.

6. COMPENSATORY PROGRAMS offered in the subject schools tend to substantiate the finding that the schools, on the whole, tended to be below average socio-economically. Fourteen of the 19 qualified for a federally-funded Title I Program. This aid is based upon financial need as defined in the regulations.

   Eight of the 19 schools qualified for a state funded Chapter III Program, which provides extra funds to schools consistently scoring below certain established norms. This aid is based on perceived academic need, not monetary need.

7. BACKGROUND OF THE PRINCIPAL reveals that seven of the principals had a strong reading and/or curriculum background, eight had experience as elementary teachers, one had been an elementary counselor, one had been a secondary teacher, one a junior high teacher and one an assistant junior high principal and coach. More concerning this factor will be discussed in the section of this report regarding the field interviews.

Summary of Findings:

Analysis of Schools Data

At this point, cumulatively, our data really provided very few clues as to why these schools had suddenly improved so much. The DISTRICTS varied all over the graphs in size, wealth, operational millage, average teachers' salary, kind of community, pupil-teacher ratio and even expenditure per-pupil. The high percentage of "community school districts" among our groups deserved investigation. Since 15 of the 17 districts were COMMUNITY SCHOOL DISTRICTS and since statewide, one-half of the state's districts are "community school districts," the 15 are a higher representation than one would expect in a random sample.

The data on INDIVIDUAL SCHOOLS likewise provided few clues. The individual schools were at all points on the curve in terms of size of student body (Range: 184-800), and nature of attendance area. The socio-economic status of the sending families tended to be slightly lower than medium, and certainly varied greatly. There was no perceivable meaningful pattern in terms of personnel shifts. "Needs" status of the subject schools as a group, while seeming low, were nevertheless fairly replicative of statewide needs. The prevalence of Title I programs seemed to substantiate the relatively low socio-economic status of the sending families. The presence of Chapter III programs certainly called for inquiry. The backgrounds of the principals, favoring reading and curriculum expertise out of proportion to what one might expect, was an intriguing "clue."

4

Results of Field Interviews

In-depth field interviews were conducted in all 17 districts and 19 schools by the writer and his associate, Kenneth Riopelle. In all cases we interviewed the superintendent of schools for the district, the district wide curriculum director where there was one, the community school coordinator where there was such a person, the principal of the school, the school reading specialist or Title I consultant if there was one, and at least four early elementary teachers---usually at least one teacher from each of the grades, Kindergarten through Grade Three. (The M.E.A.P. tests, the results of which put these schools into this select group, are administered in October of the Fourth Grade year, hence really measure proficiencies developed K-3.) In most cases, more than four teachers were interviewed and in many cases, all of the teachers in a given school were interviewed.

The first contact to arrange for the field interviews was made by telephone by the writer to the superintendent of the district. In most cases the superintendent was aware that the particular school had been improving somewhat, but in many cases the superintendent was surprised that the improvement had been so great as to place that school among the 19 "most improving" in the state. In some cases, the superintendents questioned the accuracy of our data and questioned us about other schools in their districts that they thought had been doing better than the subject school, or at least as well. All of the superintendents were very agreeable to having themselves and other staff interviewed regarding the causes for the improvement. In three cases, the superintendent began to list the specific causes for the improvement over the telephone. In many cases the superintendent seemed somewhat at a loss to explain "Why that school?" and indicated he would be doing some thinking and meeting with others in preparation for our field visit.

When I advised the superintendent of one district that had two of its four elementary schools in our group of 19 that we did not object to explaining our findings to his local media and asked whether or not his

district could use some good publicity right now, he replied, "I wish you would have called me with the news yesterday. Last night the board of education voted not to renew my contract." (Later, his board rescinded that action.)

The field interviews were conducted with the above named persons in an open-ended fashion. The improvement that had taken place was shown (and often explained) to each respondent and then each respondent was asked to speculate concerning the factors that had caused the improvement. When a factor was mentioned as *causal*, it was so noted in the written reports prepared by the interviewers.

As we, the interviewers, progressed from school to school, we were able to add to a list of possible factors and ask respondents about potential variables they may not have considered. In some cases, respondents were quick to list specific factors without any prompting at all. Some respondents needed to be prompted with questions that began with a phrase like, "Thinking back to 1976, or there about..." and then proceeded;

> "...did your superintendent begin placing an emphasis on achievement, or implement some policy or give some directive relative to the importance of test scores?"
>
> "...did your school develop specific performance objectives?"
>
> "...were there some changes in the staff?"
>
> "...did some new directions come from a new curriculum director or the old curriculum director?"
>
> "...were some new efforts made to communicate with parents?"
>
> "...did you adopt a new reading program?"
>
> "...did this school get a new principal?"
>
> "...did something happen that seemed to foster good communication among the staff?"

"...did something happen concerning the testing program? New tests? New use of tests? New publicity about tests?"

"...were there changes in the media center services?"

"...were there new programs introduced such as pre-school, physical education, cross-age tutoring?"

"...were there new policies or practices adopted regarding retention, kindergarten placement, grouping, writing requirements?"

"...did a "push" toward excellence come from the school board? the superintendent? the curriculum director? the principal? a reading specialist or consultant? the M.E.A.P. test itself?"

All responses were carefully noted in the written reports. From them, factors mentioned by the respondents (a total of 30) were then tabulated for the 19 schools (see Charts H and I, pp.24 and 25, "Factors Cited by Respondents.")

This information was supplied to the respondents in large chart form at the symposium that was subsequently held. They were requested to adjust, change or modify the data concerning their individual school. The data as it appears in this report is after confirmation and/or change from the respondents who were in attendance at the symposium. Very few changes were made at the symposium. Four X's were added and one X was crossed out, thus establishing that the observations from the field interviews were essentially accurate --- or at least they accurately represent the consensus of the respondents as to the factors that contributed to their school's improvement .

A tabulation of the frequency of mention of factors appears as Table 1 on page 23 "Factors Identified in Field Interviews."

TABLE 1

FACTORS IDENTIFIED IN FIELD INTERVIEWS (30)

RANK	FACTOR	FREQUENCY OF MENTION
1	HIGH STAFF COMMUNICATIONS	17
2	STAFF STABILITY	14
2	DIAGNOSTIC TESTING	14
2	ADOPTION OF NEW READING PROGRAM	14
5	IMPETUS FROM SUPERINTENDENT	12
6	NEW PARENT CONTACTS	11
7	DEVELOPMENT OF PERFORMANCE OBJECTIVES	10
8	MONITORING TEST RESULTS BY PRINCIPAL	9
8	INTRO. PRE-K OR K TESTING & DIAG.	9
8	IMPETUS FROM CURRICULUM DIRECTOR	9
11	STUDENT BODY STABILITY	8
11	THE COMMUNITY EDUCATION PROGRAM	8
13	NEW STAFF	7
13	IMPETUS FROM M.E.A.P. ITSELF	7
15	AIDES	6
15	IMPETUS FROM PRINCIPAL	6
17	BASIC SKILL CONC.(VS. ART,MUSIC,ETC.)	5
17	INTRO. OF DEVELOPMENTAL K.	5
17	MEDIA CENTER SERVICES	5
20	GOOD SUPPLEMENTARY MATERIALS	4
20	REDUCED PUPIL-TEACHER RATIO	4
20	SUMMER READING PROGRAM	4
20	NEW PRINCIPAL	4
20	NEW CURRICULUM DIRECTOR	4
20	CROSS-AGE TUTORING	4
20	"HIGH EXPECTATIONS"	4
27	PRE-SCHOOL PROGRAM	3
28	WRITING PRACTICE	2
28	NEW PHYS. ED. PROGRAM IN EARLY ELEM.	2
30	IMPETUS FROM STAFF	1

Chart H

"Factors Cited by Respondents"

DISTRICT	SCHOOL	PUSH FROM "					NEW READ. PROG.	TYPE	INTRO. OF P.D.'s	TEST FOR DIAGN.	STAFF STABIL.	STAFF COMMUNI-CATIONS	NEW PRIN.	NEW STAFF	NEW C.D.	DEV. K
		SUP.	C.D.	PRIN.	STAFF	M.E.A.P.										
THORNAPPLE KELLOGG	MCFALL	X	X				X	LIPP.-H.-MIF.	X	X	X	X			X	
PINCONNING	MT. FOREST	X	X			X					X	X	X	X		
NILES	HOWARD			X			X	GINN		X		X	X			
ESCANABA	JEFFERSON					X				X	X	X				X
LAKEVILLE	SOUTHWEST	X			X		X	GINN		X	X	X				
GRAND RAPIDS	WEST LEONARD		X						X		X	X			X	
MORENCI	MORENCI	X							X	X	X	X				
BRIGHTON	SPENCER ROAD	X					X	LOCAL	X	X		X		X		
HOWELL	NORTHWEST	X	X				X	GINN	X	X		X		X	X	
ANCHOR BAY	DEAN MALDRETT	X				X	X	I.R.I.T.	X	X	X	X		X		
ANCHOR BAY	SUGARBUSH	X				X	X	I.R.I.T.	X	X	X	X				
MT. CLEMENS	LINCOLN	X	X			X	X	HOLT-RINE.			X				X	
MASON	CENTRAL	X	X	X			X	U.D.A.P. + H.-MIFF		X	X	X				X
MASON	SOUTH	X	X	X			X	U.D.A.P. + H.-MIFF		X	X	X				X
BRANDON	HOWARD BURT	X		X			X	RIM						X		
HURON VALLEY	SPRINGMILLS						X	LOCAL H.-MIFF	X	X	X	X		X		
PORT HURON	LAKEPORT		X	X		X	X	GINN	X		X	X				
EAST CHINA	WARD COTTRELL		X	X						X		X	X	X		X
CONSTANTINE	RIVERSIDE					X	X	H.-MIFF.	X	X	X	X	X			X
TOTAL		12	9	6	1	7	14		10	14	14	17	4	7	4	5

Chart I

"Factors Cited by Respondents"

SCHOOL	NEW PRE-K OR-K TEST.	MED. CTR SVCS.	REDUCE. P-T RATIO	STUD. BODY STAB.	NEW PARENT CONTACT.	COMM. ED. PROG.	TEST RESULTS MONITOR.	SUMMER READ. PROG.	CROSS AGE TUTOR.	P.E. PROG.	GOOD SUPP. MAT.	INE-SCH.	AIDES	BASIC SKILL CONC.	WRIT. PRAC.	"HIGH EXPECT-ATIONS"	SPECIAL PROG.'S OR PHENOMENA
MCFALL	X	X		X						X							TALENT UNL., HELP. HANDS, U.S.S.R.
MT. FOREST				X		X											
HOWARD	X	X			YEL. P.S. N.L.		X									X	"ALPHA"
JEFFERSON	X		X (24-1)	X	C.N.	X											
SOUTHWEST														X			
W. LEONARD					N.L.												"CHILD DEVEL. CARE"
MORENCI			X (24-1)											X		X	
SPENCER RD.		X			VOLS	X	X				X	X(80%)				X	BOUNDARY CHANGE
NORTHWEST					C.N. N.L. T.P.	X	X	X				X	X	X			
D. MALDRETT	X	X			TEL. N.L.	X	X	X	X		X		X		X		"U.S.S.R."
SUGARBUSH	X			X	N.L.	X	X	X			X		X	X	X		COMPOSITION
LINCOLN				X	X		X									X	
M. CENTRAL	X			X	X		X		X								
M. SOUTH	X			X	X		X		X								
HOWARD BURT						X							X				
SPRINGHILLS				X													
LAKEPORT		X				X							X				"ALPHA-TIME" KIND.
W. COTTRELL	X		X (22-1)				X							X			"NEED TO READ"
RIVERSIDE	X		X 20,25-1		X			X	X	X	X	X(90%)	X				N.I.E. GRANT 72-76
TOTAL	4	5	4	8	11	8	9	4	4	2	4	3	6	5	2	4	9

Observations Regarding the 15 Most Frequently Mentioned Factors

Staff Communications

HIGH STAFF COMMUNICATIONS was the most frequently cited factor (17 of 19 schools). This was a factor invariably identified voluntarily and not the result of questioning by the interviewers. It was mentioned most often by teaching staff themselves but also frequently by the other personnel of the school or district. It was expressed with such remarks as:

> "That's a very tight-knit staff at that school. They've worked together for years. They're very independent from the rest of the district."
>
> —Elementary Director

> "We're a very congenial group. We get along together very well. We enjoy each other."
>
> —Teacher

> "When I get Mary's kids I know every one of them, where they are, what their problems are, all about their families... (Third Grade teacher talking about Second Grade teacher Mary.) We talk together frequently, almost constantly, about our pupils, about what we're doing."
>
> —Teacher

> "The early elementary teachers constitute one very tight, highly communicative group. They talk and socialize together a lot. The later elementary teachers make up another group. The two groups don't talk a lot together, but a lot among themselves."
>
> —Principal

"[Our staff members] are older, very stable, low turnover, high morale, a unique closeness. They all feel very comfortable going to each other for help and assistance. They all care about the kids and put them first."

—Principal

"Above all, the staff felt that sharing with one another their ideas, materials, problems and successes made a big difference. One teacher mentioned that the staff worked together both inside and outside the school. She pointed out that for this summer there was a list of everybody's home phone number and address, describing where each person would be during the summer."

—Interviewer's report

"We lacked jealousy. We just worked together as a team."

—Teacher

"[The staff is] very stable, has a family togetherness, willing to try new ideas, always volunteering, love kids, work well as a group — just an excellent group of people."

—Principal

"Everyone knows what everyone else is teaching. The first grade teacher knows exactly what is being taught in kindergarten, so when she starts one year she knows exactly where the last teacher left off. There is excellent communication [among us] and this provides for substantial continuity."

—Teacher

"There's a positive, caring atmosphere in this school. The whole school really supports everyone. When a teacher gets sick, every grade writes a letter and sends a get-well card."

—Teacher

"There are no weak teachers in this school. In some schools there are some teachers who are weak and you dread having to get their class next year, but here that is not the case."

—Teacher

"Everybody knows what everybody else is doing. The teacher, the principal, the social worker all have the same story when they talk with parents. It's not like in some schools where the psychologist says one thing, the social worker another, the teacher another, and the principal still another."

—Teacher

"The staff is not afraid to share information, resources or techniques that each is using in his/ her classroom."

—Principal

"Ninety percent of the reason [for the improvement at "x" school] is the interrelationship that exists at that school between the principal and the rest of the staff." [The other 10% being the introduction of a new reading program].

—Superintendent

"We do not have small cliques here. Instead, we have just one big clique. Everybody shares."

—Teacher

"We have excellent communication among the staff. I know exactly where my students are when they come to me, exactly what book they are in, what page they are on, and what objectives they have or have not mastered."

—Teacher

"Organizing all the first grade teachers into one team, all the second grade teachers into another team, and so forth, was very helpful. Teachers standardized the curricula for each of the grades. The fact that we were all teaching the same thing at the same time really had an impact!"

—Teacher

"There is a very high degree of camaraderie among the staff at that school."

—Curriculum Director

"We're a particularly compatible group. It's fun to come to work here every day."

—Teacher

"The staff congealed strongly during the time we were studying various basal texts and trying to decide which one we wanted."

—Teacher

"This staff is very congenial and cooperative. They are quick to take on jobs for one another. The best I've ever worked with."

—Principal

"Teachers are basically insecure and protective of what they do. It takes the principal to establish a safe, secure open environment in order for them to share and pull out their talents and ideas. It's very important to create an environment wherein they are rewarded and not ridiculed or 'shouted down' for what they do."

—Principal

"We feel very free to move youngsters frequently from one room to another for various skill units. A fourth grader might go back to the third grade, for example, for review of a skill that he was weak on."

—Teacher

"The staff learned to work together when they had to plan the renovation of the building. That activity brought them together like they had never been before."

—Principal

Staff Stability

STAFF STABILITY was mentioned as a factor in 14 of the 19 cases. It tied for second in frequency of mention with DIAGNOSTIC TESTING and ADOPTION OF NEW READING PROGRAM. In most of those 14 cases, the stability of the staff in the subject school was mentioned as a characteristic of that school as opposed to other schools in the same district. In some cases the staff was noted as having stabilized prior to the period of improvement, having been less stable before. The ***stabilization*** of the staff was hence posited as a variable.

In all 19 cases there had been virtually no change in staff during the time of the improvement (1976-79). In one case there had been absolutely no change in staff in eight years. While the researchers did not tabulate average staff tenure in each school, a review of the interview reports shows in more than half of the 14 schools citing "staff stability" as a factor, the stability of the staff dates back to four or five years previous to the period studied.

There were seven cases in which NEW STAFF was cited as a factor. In two of those cases, the subject schools opened as new schools at about the beginning of the period, hence had an "all new staff." ***For that matter, although only 14 schools mentioned "staff stability" as a factor, in all 19 schools the staffs remained stable during the period of improvement.***

Five schools specifically cited staff changes as factors in the improvement. In two cases, principals mentioned that they used opportunities during the years preceding the 1976-79 period to replace "weak" teachers with better teachers. In two other cases, the schools had

been identified as scoring lower than other schools in the district and the removal of certain teachers from those schools was cited as part of the effort to improve scores. In the fifth case, a new superintendent, during his first three years on the job, screened, interviewed and hired all the new teachers himself, restricting his choices to candidates with "Master's degrees in Reading and an understanding of the community education philosophy."

"Mastery Learning"

DIAGNOSTIC TESTING and ADOPTION OF A NEW READING PROGRAM were both mentioned as factors 14 times, hence tying, as mentioned, for second place in frequency of mention with STAFF STABILITY. These two factors, plus some others listed among the top 15 factors by the respondents are important components of the instructional strategy described by Benjamin Bloom and others as Mastery Learning. Therefore we shall discuss at the same time, these two factors, plus the following: DEVELOPMENT OF PERFORMANCE OBJECTIVES (mentioned 10 times), MONITORING OF TEST RESULTS BY THE PRINCIPAL (mentioned nine times) and INTRODUCTION OF PRE-K AND/OR K TESTING AND DIAGNOSIS (mentioned nine times.)

In the course of the interviews, no respondent ever mentioned the term, "Mastery Learning," (It does not appear as one of the 30 mentioned factors), yet as the interviews progressed, it became increasingly apparent to us that one thing all the schools were doing in common was incorporating the basic elements of "Mastery Learning" as described by Benjamin Bloom[1] (1981). While Mastery Learning does not prescribe a single mastery approach nor imply that the same approach is appropriate for all students in all subjects it does focus attention on variables which teachers can control or alter in the learning process, notably, time on task, prerequisite skills, formative testing (diagnostic) and corrective activities or additional practice to accommodate differences among students.

In 16 of our 19 schools the respondents told us of the adoption in their schools, prior to the dramatic improvement in test scores, of a

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[1] Bloom, Benjamin. *All Our Children Learning: A Primer for Parents, Teachers and Other Educators*, New York:McGraw-Hill Book Company, 1981.

teaching-learning process that consisted of:

1. The development, usually by the staff, of specific performance objectives.

2. The development and/or use of tests for diagnostic or "normative" purposes (i.e., to determine whether or not youngsters have mastered the given concepts and to determine which need further work.)

3. The creation of a system for "recycling" of youngsters who have not mastered a particular concept.

In two schools such a teaching-learning process was already in place, but not being practiced and personnel changes were made in order to put it into practice.

In one school such a process was in place minus the diagnostic testing component and that component was added at the beginning of the period of improvement.

Thus, either the initiation of Mastery Learning or the perfection of Mastery Learning coincided with the improvement in performance in all 19 schools.

Mastery Learning as perceived by Bloom is an instructional process that prescribes the following:

First, the learners should be informed of what they are to learn. [Performance Objectives] Bloom suggests that learning objectives are often best grouped into units of learning, such as a chapter in a book, a well defined content portion of a course,or a clearly-defined concept, generally content involving a week or two of learning.

Second, the learners are tested at the completion of units to determine whether or not they have mastered the concepts [Diagnostic testing, or as Bloom prefers to call it, formative evaluation]

Third, the results of the formative tests are used to prescribe alternative learning resources, directed at the portions of the concept that have not been mastered. Such alternatives might be small grouping, tutoring, cross-age tutoring, use of special supplementary materials,

retention etc.

The essence of the instructional strategy known as Mastery Learning or "Learning for Mastery" is based really on two fundamental premises: (1) Learning is sequential and cumulative, hence learners should not progress from one level of learning to the next more complex level until the first level is mastered and, (2) Learning aptitude is more a function of time than intelligence quotient. Carroll (1963)[2] believes that aptitudes are predictive of ***rate of learning*** rather than the level (or complexity) of learning that is possible. Carroll posits that if a group of students are normally distributed with respect to aptitude for some subject (i.e., mathematics, science, literature, history) and all students are provided with exactly the same instruction (i.e., the same in terms of amount of instruction, quality of instruction, and time available for learning) the end result will be a normal distribution on an appropriate measure of achievement. However, if the students are normally distributed with respect to aptitude, but the kind and quality of instruction and the amount of time available for learning are made appropriate to the characteristics and needs of each student, the majority of students may be expected to achieve mastery of the subject. Carroll thus defines aptitude as the amount of time required by the learner to attain mastery of a learning task. Both Carroll and Bloom say that given sufficient time and appropriate learning conditions, 95% of students can learn a subject to a high level of mastery. Bloom further indicates that:

> **"... while the amount of time students need for a particular kind of learning task has not been studied directly, the ratio of time required by slower and faster learners may be roughly 6 to 1 (if the extreme cases are eliminated). As instruction and student use of time become more effective, however, the ratio can be cut in half, 'from about 6 to 1 to perhaps 3 to 1'"**[3]

It was the observation of the researchers then, that in all 19 schools the essential elements of Mastery Learning were either introduced prior to the period of improvement or missing elements were added prior to the period. In many cases the respondents in the open-ended interviews would cite an element of Mastery Learning as an important variable that had been introduced at the beginning of the period. DIAGNOSTIC

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[2] Carroll, John , A Model of School Learning. *Teachers College Record*, 1963-64 723-733.

[3] *Good Schools: What Makes Them Work*, National School Public Relations Association, 1801 N. Moore St., Arlington VA 1981. p. 96.

TESTING was mentioned in 14 cases, DEVELOPMENT OF PERFORMANCE OBJECTIVES in 10 cases, MONITORING OF TEST RESULTS BY THE PRINCIPAL in 9 cases, INTRODUCTION OF PRE KINDERGARTEN OR KINDERGARTEN TESTING and DIAGNOSIS in 9 cases. In the 14 cases in which ADOPTION OF A NEW READING PROGRAM was cited, further investigation by the researchers revealed that the new reading programs adopted contained the basic elements of Mastery Learning (Ginn, Houghton-Mufflin, McGraw-Hill "Orbit," Holt-Rinehart and some locally developed originals or adaptations of the above).

Leadership of the Superintendent

IMPETUS FROM THE SUPERINTENDENT (Fifth in frequency of mention) usually meant that the superintendent took a conspicuous leadership role that sent the message to everyone that academic achievement was important in the district, that there was a need to improve and that he had high expectations. Sometimes this was accompanied by such specific actions as the appointment of a new curriculum director for the district, sometimes by the creation of a special task force for academic improvement, sometimes by the naming of a district-wide committee of teachers and others for the Development of Performance Objectives, sometimes by his personal goals and objectives as reported to the board of education, sometimes by a combination of some or all of these.

Parent Contacts

The sixth most frequently mentioned factor was NEW PARENT CONTACTS. Respondents in eleven different schools of the 19 gave some credit to new efforts to involve and inform parents for the improvement in test scores. Three schools described the initiation of a classroom newsletter as a new and effective tool of communication. Two schools described the initiation of "curriculum nights" as an effective tool. In these cases, on certain nights of the school year (usually at the beginning of each semester,) parents of all the youngsters of one classroom are invited to a meeting at which the teacher describes in detail what the learning objectives will be for that term or year, the schedule for the mastery of those objectives, the methods of testing, how to interpret test results and methods for re-assignment when concepts haven't been mastered. Teachers in these cases described attendance at such "curriculum nights" as "just about 100%." Three other schools

described similar parent meeting nights, but said the school had been conducting them as a matter of policy before the period of improvement. Two schools described the initiation of a program of telephone calls to parents from teachers as instrumental in communicating with parents. In these two cases, teachers were requested to make periodic telephone calls to parents, reporting on their youngster's progress. In one school, the principal asked that each teacher make one parent phone call per day.

Impetus From the Curriculum Director

Where IMPETUS FROM THE CURRICULUM DIRECTOR was identified as a factor (mentioned in nine cases,) interviews and investigation revealed that, besides exercising good over-all leadership skills, the curriculum director was introducing curriculum improvements or changes that incorporated the basic instructional strategies of Mastery Learning.

The Community Education Program

THE COMMUNITY EDUCATION PROGRAM (cited as a factor in eight cases of the 19) was credited in those cases for having established the kind of communication and rapport with parents that made it possible to enlist the interest and support of parents in the teaching-learning program of the school. In other words, parents who might otherwise be reluctant to attend parent meetings for one reason or another (fear, timidity, unfamiliarity, lack of interest) had become familiar with school staff and school objectives through attendance at community education activities such as arts and crafts, hobby classes and recreational activities. Also cited as important to the over-all community support of the school system were community education activities that served non-public-school parents, such as senior citizens, non-parents, and parents of children in private schools.

It should be noted here that, while 17 of the 19 schools were in districts classified as "community school districts," no school had the services of a full-time community school director at that school. In all 17 cases, the "community school coordinator" was housed in the central office or at a secondary school and coordinated the community education programming at the subject school where there was such programming - from that locus, usually with aides or teachers as "moonlighting" supervisors.

Student Body Stability

STUDENT BODY STABILITY, as identified by the respondents, simply meant that there was little moving in and out of families in the school's attendance area during the period of improvement. The student mobility rate was low, and respondents in these schools identified that as a helpful factor. It should be noted herein, however, that in none of the 19 schools studied was student turnover very high, the highest being about 10%.

New Staff

NEW STAFF, when mentioned as a factor, generally meant that some new members were added to the staff to replace others. Generally, this was identified as a planned attempt to strengthen the staff. In two cases, members of the school's staff were deliberately transferred from the school in the acknowledged effort to improve that school's scores as compared to others schools in the district. In two other cases, boundary changes and the opening of new schools allowed for the assignment of a practically new staff for each of those schools. In the remaining four cases, principals described the use of attrition of staff to build a "new staff," carefully chosen to their liking.

Impetus from the M.E.A.P. Itself

IMPETUS FROM THE M.E.A.P. ITSELF (Mentioned 7 times as a factor) deserves some special comment within this context. The Michigan Educational Assessment Program was launched in the school year 1969-70 by the Michigan Department of Education, as a norm-referenced test. The first tests were administered in January, 1970. All school districts in Michigan were required to administer the test to fourth and seventh graders. (An optional tenth grade test was added in the year 1975. It became mandatory in 1978.)

Implemented under the leadership of then Superintendent of Public Instruction Dr. John Porter, the test and the requirements for administration received strong resistance throughout the State of Michigan. School officials in particular rallied against it. Questions were raised about its validity, about the authority of the State Department to require such a test, about its limited scope (Math and Reading) and about the value of the objectives the achievement of which it purported to test. Debate was heated in many quarters. Perceived as the test's prime mover,

John Porter's name became a profanity in many circles. One group of superintendents hanged him in effigy in the state capital in the Spring of 1970.

Porter and others lobbied the Michigan legislature for legislation clarifying the Department of Education's authority to require administration of the tests. This resulted in passage in 1970 of Public Act 38, which required the Michigan Board of Education to conduct annually the assessment program and to make the results available to the public. To this day, Porter lists the passage of that act as one of the major accomplishments of his 10-year tenure as state superintendent.

For the first four stormy years of its life, the Michigan test was norm-referenced. The test provided information about the performance of one student relative to that of other Michigan students, one school relative to other schools in that district, one district relative to other districts. Responding to persistent criticisms of the test, the Department in 1972 shopped for a criterion or objective-referenced test. Told by the Educational Testing Service that no instrument existed for testing minimal objective skills at the elementary level, the Department contracted with the California Testing Bureau to develop such a test based upon minimum performance objectives that would be developed by teams of Michigan teachers, school administrators, subject matter specialists, and interested lay citizens.

In the Fall of 1973 these teams developed minimal performance objectives in the goal area of student learning for communication skills, arithmetic, science, health, physical education, art, music and social studies for grades one through nine. From these objectives were developed the objective-referenced tests that are now the basis of the Michigan Educational Assessment Program. According to Dr. David L. Donovan, Director, Research, Evaluation and Assessment Services, Michigan Department of Education, this effort culminated in fairly broad acceptance of the test by the educational community.

Writing of the now-revised test in Social Policy, Porter (1977) called the test *the educational health check* and stressed its use as a diagnostic tool. He described how a school board could use the *school and district summary* and how a classroom teacher could use the *classroom listing report*. Regarding the *individual student report*, he said:

> "The *individual student report* provides specific information on the educational well-being of each learner: Which

objectives has he or she passed? For which objectives does she or he show need? Basically, this report answers the following question for the student: Am I educationally healthy? If not, what can be done to make me educationally healthy? What must I do? How can I maintain my educational health?

The individual student report can also provide parents with information about the student's status, and for the teacher and the school pinpoint areas for further diagnosis and treatment."[4]

Though generally accepted by the educational community, for the next few years (1974-78) the test had its problems with the community-at-large in many districts. As the general public became aware of the test and began to focus on results, there was a great deal of misinterpretation of those results. Unfair and invalid comparisons were made between schools and between districts. Media reporters often contributed to misunderstandings and misinterpretations. During the years 1975-78, Michigan Department of Education personnel conducted numerous workshops for school personnel in communities throughout the state on how to interpret, report, and utilize test results. In the Fall of 1979, Interim Superintendent Dr. Eugene Paslov and key department officials conducted an intensive campaign around the state holding meetings for media reporters and school superintendents that incorporated a code of ethics for the reporting of Michigan Educational Assessment Program results.

So, while one could say the M.E.A.P. has had a difficult birth, a critical infancy, a troubled childhood and a shaky adolescence, perhaps the early adversities have given it a strong character in its maturity. Seven of our 17 successful school districts voluntarily cited the existence of the test itself as a factor --- a motivator --- for their efforts and their subsequent success. Three of the superintendents interviewed credited John Porter personally for his temerity and persistence in implementing the program.

Even in those school districts which didn't specifically mention the "M.E.A.P. Itself" as an impetus for change, one has the sense that it enjoys a "pervasive presence." Some respondents carefully emphasized that they added their own objectives to those enumerated in the

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[4] Porter, John W., "Michigan's Edu-Checkup," *Social Policy*, Sept.-Oct. 1977. pp. 41-44.

M.E.A.P., some respondents were anxious to report that they used other tests in addition to the M.E.A.P. and, of course, many emphasized the highly admirable curriculum development and instructional strategy processes they had used in achieving success. But the measure of success in all cases was the M.E.A.P. composite test score. One must wonder: Absent the "M.E.A.P. Itself," specifically the way it allows the public to hold a school accountable, would these schools have been so motivated to improve the performance of their pupils?

Aides

Classroom AIDES becoming available to teachers was identified as a factor in six schools. In five cases, they were provided through Title I funds and, in one case, through Chapter 3 funds. However, respondents within these six individual schools were often in disagreement as to the effectiveness of the aides. In one case, the superintendent and teachers identified the aides as a factor in their success but the principal wondered whether they might have been more of a hindrance. In one school, teachers said the aides were more important than the teachers. In another school, teachers said they were "somewhat helpful" but could be much better deployed. As we shall see, this ambiguity concerning the importance of aides is borne out later in the study. When given the opportunity to reflect on the relative importance of success factors through the **Individual Analysis**, respondents at the Symposium rated AIDES as the 24th most important of 50 factors.

Impetus from the Principal

IMPETUS FROM THE PRINCIPAL was identified as a factor in six schools. "IMPETUS" in the field interviews was used to mean "taking the lead," "causing change to occur," "starting it all," "originating the plan." In all six cases, the identification of the leadership of the principal as being instrumental was made by the superintendent or a coordinator. In three of those cases, the assignment of a new principal to the school was the key ingredient of the plan to improve the school. In no case, did a principal or the teachers volunteer the principal's leadership as a factor.

In one district, the superintendent and the curriculum director gave absolute, full credit to the improvement to the new principal. When the principal described to us, the interviewers, the careful and precise steps she had taken to bring the staff along to improve youngsters'

performance, we agreed enthusiastically with the superintendent's and curriculum director's appraisal of her work. We felt she described a process embodying all the very best concepts of effective educational leadership. Her techniques were democratic, her human relations skills refined, and her technical knowledge absolutely up-to-date.

Later, we met with the entire teaching staff of that school (about 40 persons) without the principal. We quizzed them for more than an hour about the factors at work in their school that had brought about the dramatic change. They mentioned many factors -- the development of performance objectives, the use of diagnostic tests, high cooperation and communication among themselves, a high esprit de corps -- but not once did any teacher mention the role of the principal. Finally, we asked, "What about the Principal? Did she make any difference?"

> "Not really," was the response. "We've had two or three in the past several years."

Is it possible that this principal exercised the kind of leadership so effective that the followers didn't even know they were being led?

In any event we, the interviewers, felt that the respondents in the interviews were not volunteering the leadership of the principal as a factor to nearly the degree we thought we were observing it as a factor. Our feelings were borne out later, as we shall see, when the respondents to the **Individual Analysis** rated PUSH FROM THE PRINCIPAL and OVERALL LEADERSHIP SKILLS OF THE PRINCIPAL as among the very most critical factors in their success.

Summary of Findings:

Field Interviews

The Field Interviews, in the minds of the interviewers (the writer and his associate, Kenneth Riopelle) revealed the essential presence in all 19 cases of five major ingredients or components that were either introduced or strengthened at the beginning of the period of improvement, namely:

1. **A high degree of staff communication and stability.**

2. **The organization of curriculum and instruction according to the precepts of Mastery Learning.**

3. **Significant community and parent support and/or involvement.**

4. **Strong leadership and specific direction by the superintendent, the curriculum director (where there was one,) and the principal.**

5. **A pervasive impetus created by the M.E.A.P. itself.**

5

The Symposium - Planning and Sponsorship

The study, at this point, needed some means for confirmation of the results. The open-ended interviews had produced a list of 30 mentioned factors as impinging on the successes the schools had enjoyed. However, most of the interviews were conducted in private with each respondent. We had no way of confirming whether or not all the respondents in one given school would agree on the relative importance of the variables at play in their school.

One possible means of confirming or perfecting our results would have been to use a DELPHI technique, whereby we would send to all respondents of a given school the results of the field interview of that school, and ask each respondent to agree, disagree, or re-order the importance of the factors previously identified. A better, simpler method that would produce those results and much more became available when Eastern Michigan University's National Center on Teaching and Learning agreed to sponsor a two-day symposium on the study, inviting a team of seven persons from each school to attend.

Headed by Dr. Winifred Warnat, the National Center on Teaching and Learning was established at Eastern in October 1981, also with the support of the Charles Stewart Mott Foundation of Flint. The center (NCTL) has a threefold mission: 1. Advancing teacher education, 2. Building effective schools, and 3. Educating for employability. In a brochure describing its functions, the Center said:

> With its focus on the future, NCTL is pursuing the renewal of public education by exploring, creating, and demonstrating innovations to improve teaching and learning at all levels. Issues pertaining to educator roles, curriculum designs, instructional methods, and learning environments are being

addressed through action research.[5]

Regarding its sponsorship of this symposium, the Center said, in the same brochure:

> The hub of NCTL activity centers on improving the school process. Building on another Eastern Michigan University research project that's analyzing effective schools in the State of Michigan, NCTL is initiating a model building/ demonstration effort for creating effective schools, beginning with a symposium revolving around the 19 schools identified in the study.[6]

The proposal for the sponsorship of the symposium, as submitted by Dr. Warnat to the advisory committee of NCTL (Members: Benjamin Bloom, Wilbur Brookover, Ronald Edmonds, Robert Glaser, John Goodlad, and Madeline Hunter) stated that the symposium's four major purposes would be to:

1. Obtain affirmation/confirmation of the practitioners on the effectiveness factors identified in the study, as well as an elaboration on any other factors they identify in what has made their specific schools effective.

2. Identify means for facilitating the development and sustenance of effective schools, through active interchange between the practitioners, researchers, and teacher educators involved.

3. Indicate alternatives for strengthening teacher education programs, both preservice and inservice, that will contribute more directly to effective schooling.

4. Describe how other schools can become effective by interpreting the roles of key figures and the operations of key functions contributing to the evaluation of an effective school.

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[5] "National Center on Teaching and Learning" Eastern Michigan University, Ypsilanti, Michigan, 1981.

[6] Ibid.

Dr. Warnat's proposal promised two additional, specific outcomes:

1. Recognition of the 19 schools for their accomplishment at an awards luncheon/dinner, and

2. A monograph on effective schools, highlighting those in Michigan and emphasizing the implications for creating effective schools and improving teacher education programs and practices.

Upon approval of the symposium by the NCTL advisory committee, a committee was formed to do the planning for the symposium. From the 17 school districts themselves we sought for the planning committee, a superintendent, a curriculum director, a community school coordinator and a principal. The planning committee, as finally formed, consisted of: Elkins (Jack) Bruce, Superintendent, Anchor Bay Public Schools; Jack Elzay, Assistant Superintendent for Instruction, Pinconning Public Schools; Dennis Jacobs, Community Education Coordinator, Brandon Public Schools; Nancy Merimonti, Director, Instruction, Niles Community Schools (She had served as principal of the Howard School in Niles for the period of the study;) Scott Westerman, Dean, College of Education, Eastern Michigan University; Winifred Warnat, Director, National Center for Teaching and Learning, Eastern Michigan University; Kenneth Riopelle, Research Associate, Community Education Research Project, Eastern Michigan University; and Peter Clancy, Visiting Professor, Community Education, Eastern Michigan University.

Charged with making basic decisions regarding the design of the symposium, this committee was asked to address itself to such questions regarding the symposium as:

Who should be invited?

How should invitations be extended?

When should it be held (month? days?)

How long should it be (hours? days?)

What should be the general format?

What should we expect as outcomes?

Meeting for the entire day of September 4, 1981 at Eastern Michigan University, this committee determined:

a. Each of the 19 schools should be allowed to send a team of up to seven persons to the symposium.

b. The invitation to the symposium should be extended through the superintendent of the district, allowing the superintendent to name those persons he wished to have invited but suggesting to the superintendent that the team include: 1. the superintendent, 2. the systemwide director of instruction or curriculum, if there was one, 3. the principal of the school , 4).the systemwide coordinator of community education, if there was one, 5. two teachers from the school, 6. the systemwide coordinator of testing and evaluation or the school's reading specialist. (In subsequent telephone conversations with the superintendents, they were encouraged to substitute classroom teachers for positions that didn't exist in their systems or schools.)

c. The symposium would be held at the Airport Hilton in Romulus, Michigan, Thursday and Friday, November 12 and 13, beginning with a luncheon Thursday and ending with an "awards" luncheon on Friday.

d. A presentation of the findings of the field study would be made at the opening luncheon. This would be followed by a period during which the participants could make alterations or corrections to the findings concerning their school or district. Next, the participants would be asked to complete, individually and privately, a questionnaire in which they would be asked to rank and assess the importance of various factors in the success in their individual schools. The participants would then be formed into discussion groups and be asked to develop group consensus on a set of normative statements that describe a "model" effective school. The results of these small group determinations would be reported to the large group. This accomplished, small groups would then be asked to develop a set of statements - "should do's" -

based upon these normative statements for the other groups attending the symposium, i.e., colleges of education, the department of education, professional associations, the legislature, etc. These reports would then be followed by a "reaction," panel, made up of representatives of the above-named organizations and associations. The committee compiled a list of organizations and associations who should be invited to attend and take part in the symposium. It was the consensus of the committee that members of the reaction panel should be chosen "on the spot," based upon which organizations and associations were mentioned most frequently in the small group reports of "should do's." Finally, the symposium would close with an awards luncheon at which Eastern Michigan University President John Porter would present each school with a plaque honoring its achievement. Essentially, these recommendations of the planning committee were translated into the format of the symposium (see Appendix A for the program of the Symposium.)

Some members of the committee expressed misgivings regarding the amount and intensity of the work the format of the symposium would demand of the participants. The format would demand intense attention from the participants from one o'clock in the afternoon to 10 o'clock in the evening the first day, and from eight o'clock in the morning to two o'clock in the afternoon the second day. One consideration was to extend the symposium over a longer period of time, but some practical arguments supported the two-day, one night format: It was reasoned that we would be fortunate to get a team of seven people from a school district to give us two full days away from their posts; it would be pushing our luck to ask for three. Since the National Center was offering auto travel expenses only (no air fare) most participants would need the morning of the first day for travel to the site. Finally, there was the practical matter of limiting expenses to one night's lodging and a minimum number of meals. We recognized we would be demanding a lot from the participants in a very compressed period of time. To their credit, the school district representatives on the planning committee were less concerned than the others about how demanding the format would be of the participants.

The NCTL underwrote totally the costs of the symposium. It offered to the participants auto travel costs, but urged them to share rides whenever possible. It provided the one night's lodging, but urged sharing of rooms where possible. It provided for the cost for substitutes for the classroom teachers, but not for other personnel, and it provided the meals (2 lunches, one dinner and one continental breakfast.) Other expenses of the symposium borne by the NCTL included those for meeting room rental, photography, tape-recording of the main sessions, and award plaque production.

The support of the National Center was, of course, critical. It was also generous, but certainly not lavish. The most impressive generosity was that of the participants themselves. No one received any honoraria - only minimum expenses. The 32 resource persons from colleges, professional associations, state departments, etc. were guests of the symposium for meals only - they paid all of their own other expenses.

The representatives from the schools gave two hard, full days. The team of seven from Escanaba in the upper peninsula of Michigan travelled together in a van --- a round-trip of 920 miles requiring an extra full day's travel each way.

One cannot help but observe that such generosity speaks well for the education profession. It is difficult to imagine teams of highly successful managers of say, 19 different business enterprises, meeting together for two days to share their secrets of success with the rest of the world for "expenses only."

In accordance with the planning committee's recommendation, an invitation to attend the symposium was extended to each of the 17 superintendents representing the 19 schools by EMU President John W. Porter.

Eighteen of the 19 schools accepted the invitation to attend the symposium. The West Leonard School in Grand Rapids declined. One district - Mt. Clemens - was able to send only the district's curriculum director because the dates conflicted with a major in-service activity in the district. The rest of the accepting schools sent a full team.

One hundred and seven persons from the 18 schools attended the symposium. In addition, 32 "guests" attended the symposium representing The Michigan Association of School Boards, The Michigan Association of School Administrators, The Michigan Community School

Education Association, The Michigan Department of Education, The Michigan Association for Supervision and Curriculum Development, The Michigan Elementary and Middle School Principals Association, The Charles Stewart Mott Foundation, Wayne State University, Michigan State University, Western Michigan University and Eastern Michigan University. (18 members of the faculty of the College of Education at Eastern, including Dean Scott Westerman and Associate Dean Mary Green, were in attendance.)

6

Results of the Symposium - Part I

A. Opening Session

The symposium convened with a luncheon at noon on Thursday, November 12, 1981 at the Airport Hilton Hotel in Romulus, Michigan with 139 persons in attendance. For a complete list of symposium participants see Appendix B. The first order of business was a presentation by this writer of the results of the Field Study. Using color slides, this presentation contained basically the information presented thus far in this monograph, including a definition and discussion of Mastery Learning and mention of the observation by the researchers that,

whether or not they mentioned that concept by name, most of the people in the successful schools were incorporating that concept in their instructional practices.

In attendance at this session was Detroit News reporter Michael Wowk. In an article in that newspaper's edition of November 16, 1981, Wowk presented a concise, but essentially accurate summary of the presentation. Headlined, "19 Schools In State Get an 'A', " the article began:

> Why do students in some schools perform better than students at other schools?
>
> Or, to put it another way, what makes a good school tick?
>
> Peter Clancy thinks he has the answer. Clancy, a researcher at Eastern Michigan University says the "good" schools have one trait in common:
>
> They tell students what they have to learn, test them frequently to make sure they are learning and promote only those who HAVE learned.
>
> Clancy said that's the most striking finding of a study of the 19 "most-improved" elementary schools in Michigan.[7]

Wowk went on to describe the process we had used to identify the 19 schools and our subsequent visits to the schools to find out what they had in common. Wowk reported that we had found, concerning the 19 schools:

> *Each "developed specific learning objectives, used testing frequently for diagnostic purposes and did not advance students until they had mastered the concepts."
>
> *The teachers talked a lot to each other.
>
> *Sixteen of the schools had adopted new reading programs based on fundamental, more structured textbooks.

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[7] For a full copy of the article, see Appendix C.

•Teachers talked often to the parents of their students.

Clancy found that class size, per capita spending for education and teacher salaries made little difference in how well children learned.

Enrollment at the 19 schools ranged from 175 to 800 students. They included urban, suburban and rural districts, and high-, middle- and low-income communities.[8]

B. Corroboration of the Findings of the Field Study

During the presentation of the findings of the Field Study, the people from each of the schools sat together at one table. At the conclusion of the presentation, these people were asked to either corroborate or correct the findings of the Field Study concerning their schools by referring to a large chart occupying most of one of the walls of the room. This chart was an enlarged replication of Charts F through I appearing on pages 13,17,24 and 25 in this monograph. The representatives from each school were asked to correct any errors in statistical data regarding their school or district (Charts F and G) and to make any changes they wished regarding the listed "Factors Cited By Respondents" as important in their case for success of their school (Charts H and I).

No changes were made regarding the statistical data.

The "Factors Cited By Respondents" were listed across the top of the charts and, where cited during the Field Interviews as important for a school, indicated by an "x," the same as in Charts F through I. The teams were invited to study the large chart and to cross out "x"s or add "x"s for their individual schools. During this exercise, only one "x" was crossed out and only four "x"'s were added. In all, the corrected charts contain 221 "x"'s. In other words, this "fine tuning" of the results of the Field Interviews by the respondents themselves produced only five modifications of 218 "findings." This gave us some measure of confidence in the accuracy of the tabulation of the results of the

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[8] Ibid.

interviews and produced, of course, corroboration by the respondents themselves of the findings as they appear in Charts F through I of this monograph.

C. The Individual Analysis

Prior to the convening of the symposium, all of the registrants had been assigned to 15 different "teams." The team assignments were included in the materials given to each person at the time of registration. While the participants were engaged in the "fine-tuning" activity at the large chart, numbers corresponding to the team numbers were posted at the round tables at which they had been sitting. They were then asked to go to the table with the number of their pre-assigned team. Thus, the group reassembled after the fine-tuning activity as 15 new teams. They would remain on these teams for the duration of the symposium. The teams were purposely constituted so that no persons from the same school or district were on the same team. (For the team rosters, see Appendix D.) One obvious reason for mixing the team membership was to increase the prospects for cross-fertilization of thinking. A second practical reason had to do with the task the participants would be asked to do next. A 50 item questionnaire had been placed at each chair. Each participant was asked to complete this **Individual Analysis** of the factors for success for his school. The instrument asked the individual to rate each of the 50 factors for "Importance in Our Case." The individual could respond for each factor as "Not a Factor," "Somewhat Important," "Very Important," or "Critical." The respondent was then asked to rank, in order of importance, the top 10 factors. It was felt by the symposium planners that if individuals from one school or one district were at the same round table while they completed this analysis, there was the possibility that their rating of factors might be influenced by the proximity of peers or superiors. For example, we didn't want a teacher rating "Push from the Principal" a little higher because she knew that that principal was sitting right next to her and might glance over at her analysis.

D. Results of the Individual Analysis

The **Individual Analyses** were completed in an amazingly short period of time --- about 20 minutes. The results were fed into a computer by means of a terminal we had installed in a room of the hotel and the

results were distributed to the symposium participants the following morning. The form of the questionnaire or **Individual Analysis** appears as Table 2 on pages 54 thru 57. This form is completed here with the number of persons who checked the various importance ratings. Assigning a value of 0 to "Not a Factor," a value of 1 to "Somewhat Important," a value of 2 to "Very Important." and a value of 3 to "Critical," yields the composite "Rank of Importance" found in the last column. Table 3 on page 58 lists the 50 factors in order of importance as ranked by the group together with the factor's total number of points calculated as described above. One hundred and three persons completed the **Individual Analyses**, but 10 completed instruments were not used in the tabulation of results because these 10 persons were not in their current positions at the schools during the time period covered by the study. (The original instrument asked for the respondent's "position at time of study." This information proved to be useful for more than this purpose. It allowed for some interesting studies of responses by job category, which will be discussed later.)

The 50 factors ranked by the individuals contained the 30 factors mentioned in the Field Interviews, plus 20 more added by the researchers. The 20 added factors are asterisked in Table 3 and listed separately in Table 4.

TABLE 4

20 FACTORS ADDED TO THE "INDIVIDUAL ANALYSIS"

1.	"HIGH EXPECTATIONS" BY TEACHERS
2.	"HIGH EXPECTATIONS" BY ADMINISTRATORS
3.	AN "ORDERLY SCHOOL ATMOSPHERE"
4.	"TIME ON TASK"
5.	OVERALL LEADERSHIP SKILLS OF THE PRINCIPAL
6.	"MASTERY LEARNING" PUT INTO PRACTICE
7.	INSISTING ON CONCEPT MASTERY
8.	STAFF EXPERIENCE
9.	GENERAL PARENTAL SUPPORT
10.	BUILDING LEVEL READING CONSULTANT
11.	CURRICULUM EXPERTISE OF THE PRINCIPAL
12.	TITLE I PROGRAMS
13.	TEACHING PUPILS HOW TO TAKE TESTS
14.	GEARING LEARNING OBJECTIVES TO THE M.E.A.P. TESTS
15.	ADOPTION OF NEW MATH PROGRAM
16.	CHAPTER 3 PROGRAMS
17.	NEW SUPERINTENDENT
18.	"PUSH" FROM BOARD OF EDUCATION
19.	BETTER GROUP OF STUDENTS
20.	THE COMMUNITY EDUCATION COORDINATOR

TABLE 2

IMPROVING SCHOOLS SYMPOSIUM INDIVIDUAL ANALYSIS

NAME:_____ SCHOOL:_____

POSITION AT TIME OF STUDY (1976-79) :_____

FACTOR	IMPORTANCE IN OUR CASE				RANK OF IMPORTANCE
	NOT A FACTOR	SOMEWHAT IMPORTANT	VERY IMPORTANT	CRITICAL	
"PUSH"FROM THE SUPERINTENDENT	22	32	22	17	22
"PUSH"FROM THE CURRICULUM DIRECTOR	58	16	17	2	37
"PUSH"FROM THE PRINCIPAL	8	16	33	36	3
"PUSH"FROM THE STAFF	10	19	38	26	11
"PUSH"FROM THE M.E.A.P. ITSELF	29	26	32	6	25
"PUSH"FROM BOARD OF EDUCATION	52	33	7	1	40
"PUSH"FROM THE	77	3	7	6	46
ADOPTION OF NEW READING PROGRAM(NAME)	27	9	20	37	14
DEVELOPMENT OF PERFORMANCE OBJECTIVES	18	20	27	28	15
DIAGNOSTIC TESTING	8	20	32	33	4
INSISTING ON CONCEPT MASTERY	9	20	31	33	5
"MASTERY LEARNING" PUT INTO PRACTICE	13	13	33	34	5
ADOPTION OF NEW MATH PROGRAM (NAME)	50	16	20	7	34

FACTOR	IMPORTANCE IN OUR CASE				RANK OF IMPORTANCE
	NOT A FACTOR	SOMEWHAT IMPORTANT	VERY IMPORTANT	CRITICAL	
TABLE 2(cont.)					
STAFF STABILITY	11	17	36	29	8
HIGH STAFF COMMUNICATIONS	6	11	34	42	2
STAFF EXPERIENCE	11	18	44	20	12
NEW SUPERINTENDENT	67	5	16	5	39
NEW PRINCIPAL	54	7	20	12	31
NEW CURRICULUM DIRECTOR	77	11	3	2	50
NEW STAFF	67	15	7	4	44
BETTER GROUP OF STUDENTS	67	20	3	3	46
INTRODUCTION OF PRE-K AND OR K. TEST. & DIAG.	45	17	18	13	29
INTRODUCTION OF A DEVELOPMENTAL KINDERGARTEN	52	12	20	10	32
MEDIA CENTER SERVICES	42	27	21	3	33
REDUCED PUPIL-TEACHER RATIO	58	11	11	13	35
NEW PARENT CONTACTS	29	27	34	3	27
THE COMMUNITY EDUCATION PROGRAM	60	29	3	1	45
THE COMMUNITY EDUCATION COORDINATOR	69	23	1		49
MONITORING OF TEST RESULTS BY THE PRINCIPAL	18	23	27	25	17

TABLE 2(cont.)

FACTOR	IMPORTANCE IN OUR CASE				RANK OF IMPORTANCE
	NOT A FACTOR	SOMEWHAT IMPORTANT	VERY IMPORTANT	CRITICAL	
SUMMER READING PROGRAM	57	23	8	5	38
CROSS-AGE TUTORING	61	20	12		41
NEW PHYSICAL EDUCATION PROG. IN EARLY ELEM.	73	16	2	2	48
GOOD SUPPLEMENTARY MATERIALS	22	29	30	12	23
PRE-SCHOOL PROGRAM	63	18	11	1	41
AIDES	26	29	25	13	24
BASIC SKILL CONCENT. (VS. ART, MUSIC, SOC. SCI.)	25	22	27	19	21
WRITING PRACTICE	38	32	15	8	30
GENERAL PARENTAL SUPPORT	10	30	33	20	16
"HIGH EXPECTATIONS" BY TEACHERS	2	12	36	43	1
"HIGH EXPECTATIONS" BY ADMINISTRATORS	9	12	47	25	5
"HIGH EXPECTATIONS" BY:	76	1	6	10	43
BUILDING LEVEL READING CONSULTANT	29	12	25	27	18
CURRICULUM EXPERTISE OF THE PRINCIPAL	17	27	31	18	18
OVER-ALL LEADERSHIP SKILLS OF THE PRINCIPAL	10	17	40	26	9
TITLE I PROGRAMS	28	17	24	24	20

FACTOR	IMPORTANCE IN OUR CASE				RANK OF IMPORTANCE
	NOT A FACTOR	SOMEWHAT IMPORTANT	VERY IMPORTANT	CRITICAL	
TABLE 2(cont.)					
CHAPTER III PROGRAMS	59	12	14	8	36
AN "ORDERLY SCHOOL ATMOSPHERE"	6	23	40	24	9
"TIME ON TASK"	19	12	34	28	13
TEACHING PUPILS HOW TO TAKE TESTS	24	38	23	8	25
GEARING LEARNING OBJECTIVES TO THE M.E.A.P. TESTS	37	27	19	10	28
SPECIAL PROGRAMS (NAMES)					
OTHER FACTORS:					

TABLE 3

OVERALL RATING (HIGH-LOW)

RANK	FACTOR	POINTS
* 1	"HIGH EXPECTATIONS" BY TEACHERS	213
2	HIGH STAFF COMMUNICATIONS	205
3	"PUSH" FROM THE PRINCIPAL	190
4	DIAGNOSTIC TESTING	183
* 5	INSISTING ON CONCEPT MASTERY	181
* 5	"MASTERY LEARNING" PUT INTO PRACTICE	181
* 5	"HIGH EXPECTATIONS" BY ADMINISTRATORS	181
8	STAFF STABILITY	176
* 9	OVERALL LDRSHP. SKILLS OF PRINCIPAL	175
* 9	AN "ORDERLY SCHOOL ATMOSPHERE"	175
11	"PUSH" FROM THE STAFF	173
*12	STAFF EXPERIENCE	166
*13	"TIME ON TASK"	164
14	ADOPTION OF NEW READING PROGRAM(NAME)	160
15	DEVELOPMENT OF PERFORMANCE OBJECTIVES	158
*16	GENERAL PARENTAL SUPPORT	156
17	MONITORING TEST RESULTS BY PRINCIPAL	152
*18	BUILDING LEVEL READING CONSULTANT	143
*18	CURRICULUM EXPERTISE OF THE PRINCIPAL	143
*20	TITLE I PROGRAMS	137
21	BASIC SKILL CONC.(VS. ART,MUSIC,ETC.)	133
22	"PUSH" FROM THE SUPERINTENDENT	127
23	GOOD SUPPLEMENTARY MATERIALS	125
24	AIDES	118
25	"PUSH" FROM THE M.E.A.P. ITSELF	108
*25	TEACHING PUPILS HOW TO TAKE TESTS	108
27	NEW PARENT CONTACTS	104
*28	GEARING LEARNING OBJS.TO M.E.A.P.	95
29	INTRO.PRE-K OR K. TESTING & DIAG.	92
30	WRITING PRACTICE	86
31	NEW PRINCIPAL	83
32	INTRO. OF DEVELOPMENTAL K.	82
33	MEDIA CENTER SERVICES	78
*34	ADOPTION OF NEW MATH PROGRAM(NAME)	77
35	REDUCED PUPIL-TEACHER RATIO	72
*36	CHAPTER III PROGRAMS	64
37	"PUSH" FROM THE CURRICULUM DIRECTOR	56
38	SUMMER READING PROGRAM	54
*39	NEW SUPERINTENDENT	52
*40	"PUSH" FROM BOARD OF EDUCATION	50
41	CROSS-AGE TUTORING	44
41	PRE-SCHOOL PROGRAM	43
43	"HIGH EXPECTATIONS"BY:	43
44	NEW STAFF	41
45	"PUSH" FROM THE	35
*46	BETTER GROUP OF STUDENTS	35
48	NEW PHYSICAL EDUCATION	26
	PROG. IN EARLY ELEMENTARY	
*49	THE COMMUNITY EDUCATION COORDINATOR	25
50	NEW CURRICULUM DIRECTOR	23

These factors were "added" in order to give the respondents yet another opportunity to reflect on what made their schools successful. In some cases, the "added" factors are a rephrasing of the 30 factors mentioned in the Field Interviews. In some cases they make a mentioned factor more specific. For example, "HIGH EXPECTATIONS" was mentioned in the Field Interviews. In the **Individual Analysis**, this is broken down into "HIGH EXPECTATIONS" BY TEACHERS and "HIGH EXPECTATIONS" BY ADMINISTRATORS.

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more specific about the identification of factors. It was mentioned earlier in this report that while practically none of the persons interviewed in the Field Studies mentioned the term MASTERY LEARNING, it was the opinion of the interviewers that, as most of them described their process for curriculum development and their instructional strategies, they were describing the essential components of MASTERY LEARNING as espoused by Bloom, Carroll and others. The concept of MASTERY LEARNING was defined in the presentation made to the initial meeting of the symposium. Adding MASTERY LEARNING PUT INTO PRACTICE and INSISTING ON CONCEPT MASTERY as factors that could be evaluated for importance by the respondents in the **Individual Analysis** allowed us to test that observation. The fact that these two factors tied for fifth place in the overall ranking of importance gave considerable substantiation to that observation. In fact, five of the six top ranked factors either define Mastery Learning or are components of it. "HIGH EXPECTATIONS" BY TEACHERS (rated first, overall) is a necessary part of the philosophy embraced by the concept. ("95% of all students can learn whatever it is we have to teach them.") HIGH STAFF COMMUNICATIONS (rated second) is a necessary condition for the exchange of information between teachers regarding pupil progress and learning styles. DIAGNOSTIC TESTING (rated fourth) is the component Bloom describes as "Normative Testing." Only "PUSH" FROM THE PRINCIPAL (rated third) is not specifically addressed in descriptions of Mastery Learning, but one could certainly make the case for good leadership by the principal as being an implied component.

While most of the factors "added" provided for more specificity, hence illuminating further the findings of the Field Study, some of the factors "added" were of a more general nature and the relative ranking of importance of these factors by the group wasn't particularly illuminating, though still of value.

For example, the first five factors of the 20 "added" factors listed in Table 4 --- "HIGH EXPECTATIONS" BY TEACHERS, "HIGH EXPECTATIONS" BY ADMINISTRATORS, AN "ORDERLY SCHOOL ATMOSPHERE," "TIME ON TASK," and OVERALL LEADERSHIP SKILLS OF THE PRINCIPAL --- are all taken from the literature describing previous studies of effective schools by Edmonds, Clark, Lotto, McCarthy, Venezky, Winfield, Madden, Lawson, Sweet, Brookover, Lezotte, Austin, Madans, et.al. Since all five of these factors were among the top 15 factors in rank of importance by the group, one could offer that fact as corroboration of the findings of the previous studies. However, a ***caveat*** is in order. To what degree were the respondents influenced to rate these factors high by the fact that the factors are quite general in nature and/or have become popular and prominent in the literature? "TIME ON TASK," for example, has become a popular, catchy term in the "educational household." Twenty-eight respondents to the **Individual Analysis** rated this factor as one of "Critical Importance" in the success of their school and 34 persons rated it as "Very Important," yet no person (of more than 200 interviewed) mentioned it as a factor during the Field Interviews.

E. Observations Regarding the Results of the Individual Analysis

Did the **Individual Analysis** survey substantiate or alter the findings of the Field Study? Table 5, for the sake of true comparison, removes the 20 "added" factors from the **Individual Analysis** and then lists in rank order, the 15 top-rated factors. It then compares the ranking of those factors with the ranking from the Field Study. Most of the rankings are quite comparable. Seven factors --- HIGH STAFF COMMUNICATIONS, DIAGNOSTIC TESTING, STAFF STABILITY, ADOPTION OF A NEW READING PROGRAM, DEVELOPMENT OF PERFORMANCE OBJECTIVES, MONITORING OF TEST RESULTS BY THE PRINCIPAL and "PUSH" FROM THE SUPERINTENDENT are in the top 10 in both rankings, some of them even at the same relative position.

Four of the 15 top-ranked factors from the **Individual Analysis** ---"PUSH" FROM THE PRINCIPAL, "PUSH" FROM THE STAFF, BASIC SKILL CONCENTRATION, and GOOD SUPPLEMENTARY MATERIALS received substantially higher ranking in the **Individual Analysis** than in the Field Study. However, the two factors pertaining to

TABLE 5

FACTOR RANKINGS COMPARED
(Minus "Added" Factors)

FACTORS	POINTS	I.A. RANK	FIELD STUDY RANK
HIGH STAFF COMMUNICATIONS	(205)	1	1
"PUSH" FROM THE PRINCIPAL	(190)	2	15
DIAGNOSTIC TESTING	(183)	3	2
STAFF STABILITY	(176)	4	2
"PUSH" FROM THE STAFF	(173)	5	30
ADOPTION OF NEW READING PROGRAM	(160)	6	2
DEVELOP. OF PERFORMANCE OBJS.	(158)	7	7
MONITORING TEST RESULTS BY PRIN.	(152)	8	8
BASIC SKILLS CONCENTRATION	(133)	9	17
"PUSH" FROM SUPERINTENDENT	(127)	10	5
GOOD SUPPLEMENTARY MATERIALS	(125)	11	20
AIDES	(118)	12	15
"PUSH" FROM M.E.A.P. ITSELF	(108)	13	13
NEW PARENT CONTACTS	(104)	14	5
INTRO. PRE-K/K.TESTING & DIAG.	(92)	15	8

"Push" may have been ambiguous in meaning. In the Field Interviews, the term "impetus" was used in place of "push" and used to mean "taking the lead," "starting it all," "originating the plan," "causing change to occur." Respondents to the **Individual Analysis** may have interpreted "push" to mean something different from that. A possible explanation of the relatively low rating of "PUSH" FROM THE PRINCIPAL in the Field Interviews was offered in a previous section of this monograph that reported the results of the Field Interviews (see page 39.)

The fact that BASIC SKILL CONCENTRATION received a higher ranking in the **Individual Analysis** than in the Field Study is probably a legitimate adjustment of the findings from the Field Interviews. Obviously, the Field Study interpretation of the relative importance of that factor was somewhat in error. Likewise, the Field Study apparently underrated the respondents' relative rankings of the importance of GOOD SUPPLEMENTARY MATERIALS. With the benefit of a second opportunity to think about it and comparing it with

other factors, respondents to the **Individual Analysis** moved GOOD SUPPLEMENTARY MATERIALS in importance from twentieth position to eleventh.

Two factors, NEW PARENT CONTACTS and INTRODUCTION OF PRE-K AND/OR K. TESTING & DIAGNOSIS, received relatively lower ratings in the **Individual Analysis** than from the Field Interviews. The relative decline of importance of NEW PARENT CONTACTS from the Field Interviews to the **Individual Analysis** might be accounted for by the fact that an "added" factor --- GENERAL PARENTAL SUPPORT --- may have seemed a more suitable choice for more respondents to describe what was going on. GENERAL PARENTAL SUPPORT was sixteenth in choice in the Overall Rating and, minus the 19 other "added" factors, it would be rated eighth in importance.

The fact that PRE-K. AND/OR K. TESTING & DIAGNOSIS was ranked eighth in the Field Interviews but only 15th in the **Individual Analysis** is probably a reflection of a misgauging from the Field Interviews of the relative importance of that factor or, at least, represents another "fine-tuning" of the results of the Field Interviews.

F. Some Agreements and Disagreements in Rankings

Tables 8, 9, 10 and 11 on pages 64 through 67 display rankings of the factors by the job category of those doing the ranking viz., Teachers, Superintendents, Principals and Consultants. A number of tables that now follow show some interesting areas of agreement and some especially interesting areas of disagreement between the groups. Table 6 illustrates graphically that all four groups are in close agreement on the very high importance of "HIGH EXPECTATIONS" BY TEACHERS. Likewise, Table 7 shows that all four groups rated HIGH STAFF COMMUNICATIONS as a very important factor.

TABLE 6	
FACTOR RANK COMPARISON	
"HIGH EXPECT."BY TEACH.	
1	-TEACHERS
2	-SUP.,PRIN.,CON.
3	-
4	-
5	-
6	-
7	-
8	-
9	-
10	-
11	-
12	-
13	-
14	-
15	-
16	-
17	-
18	-
19	-
20	-
-	

TABLE 7	
FACTOR RANK COMPARISON	
HIGH STAFF COMMUNICATIONS	
1	-
2	-TEACHERS
3	-
4	-CONSULTANTS
5	-PRINCIPALS
6	-SUPERINTENDENTS
7	-
8	-
9	-
10	-
11	-
12	-
13	-
14	-
15	-
16	-
17	-
18	-
19	-
20	-
-	

TABLE 8

TEACHERS RATING (HIGH-LOW)

Factors		
1	"HIGH EXPECTATIONS" BY TEACHERS	105
2	HIGH STAFF COMMUNICATIONS	103
3	"MASTERY LEARNING" PUT INTO PRACTICE	99
4	INSISTING ON CONCEPT MASTERY	95
5	DIAGNOSTIC TESTING	94
6	STAFF STABILITY	90
7	DEVELOPMENT OF PERFORMANCE OBJECTIVES	89
	AN "ORDERLY SCHOOL ATMOSPHERE"	89
9	"PUSH" FROM THE STAFF	87
	ADOPTION OF NEW READING PROGRAM	87
11	"PUSH" FROM THE PRINCIPAL	86
12	STAFF EXPERIENCE	84
13	"TIME ON TASK"	83
14	OVERALL LDRSHP. SKILLS OF PRINCIPAL	75
15	GENERAL PARENTAL SUPPORT	72
16	TITLE I PROGRAM	71
17	"HIGH EXPECTATIONS" BY ADMINISTRATORS	69
18	BASIC SKILLS CONC.(VS. ART, MUSIC, ETC.)	63
19	GOOD SUPPLEMENTARY MATERIALS	61
20	MONITORING TEST RESULTS BY PRINCIPAL	60
21	AIDES	59
	BUILDING LEVEL READING CONSULTANT	59
23	TEACHING PUPILS HOW TO TAKE TESTS	58
24	CURRICULUM EXPERTISE OF THE PRINCIPAL	57
25	"PUSH" FROM THE SUPERINTENDENT	53
26	INTRO. PRE-K OR K. TESTING & DIAG.	50
27	NEW PARENT CONTACTS	48
28	INTRO. OF DEVELOPMENTAL K.	45
29	ADOPTION OF NEW MATH PROGRAM	44
30	REDUCED PUPIL-TEACHER RATIO	43
31	"PUSH" FROM THE M.E.A.P. ITSELF	39
32	NEW PRINCIPAL	37
	GEARING LEARNING OBJS. TO M.E.A.P.	37
34	MEDIA CENTER SERVICES	36
35	WRITING PRACTICE	35
36	CHAPTER III PROGRAMS	28
37	NEW SUPERINTENDENT	26
38	SUMMER READING PROGRAM	24
	CROSS-AGE TUTORING	24
40	"PUSH" FROM THE CURRICULUM DIRECTOR	23
41	BETTER GROUP OF STUDENTS	22
42	"HIGH EXPECTATIONS" BY:	20
43	"PUSH" FROM BOARD OF EDUCATION	18
44	NEW STAFF	17
	NEW P.E. PROG. IN EARLY ELEM.	17
	PRE-SCHOOL PROGRAM	17
47	NEW CURRICULUM DIRECTOR	15
48	"PUSH" FROM THE	12
49	THE COMMUNITY EDUCATION PROGRAM	10
50	THE COMMUNITY EDUCATION COORDINATOR	3

TABLE 9
SUPERINTENDENTS RATING (HIGH-LOW)

	Factors	
1	"HIGH EXPECTATIONS" BY ADMINISTRATORS	28
2	"HIGH EXPECTATIONS" BY TEACHERS	27
3	"PUSH" FROM THE PRINCIPAL	26
4	OVERALL LDRSHP. SKILLS OF PRINCIPAL	25
5	"PUSH" FROM THE STAFF	24
	HIGH STAFF COMMUNICATIONS	24
	BASIC SKILL CONC.(VS. ART, MUSIC, ETC.)	24
8	CURRICULUM EXPERTISE OF THE PRINCIPAL	23
9	BUILDING LEVEL READING CONSULTANT	22
10	STAFF STABILITY	21
	MONITORING TEST RESULTS BY PRINCIPAL	21
	"TIME ON TASK"	21
13	"PUSH" FROM THE M.E.A.P. ITSELF	19
	STAFF EXPERIENCE	19
	GENERAL PARENTAL SUPPORT	19
	AN "ORDERLY SCHOOL ATMOSPHERE"	19
17	"PUSH" FROM THE SUPERINTENDENT	18
18	DIAGNOSTIC TESTING	17
	TITLE I PROGRAM	17
20	INSISTING ON CONCEPT MASTERY	16
	"MASTERY LEARNING" PUT INTO PRACTICE	16
22	GOOD SUPPLEMENTARY MATERIALS	15
	AIDES	15
24	DEVELOPMENT OF PERFORMANCE OBJECTIVES	13
	WRITING PRACTICE	13
	GEARING LEARNING OBJS. TO M.E.A.P.	13
27	ADOPTION OF NEW READING PROGRAM	11
	INTRO. OF PRE-K OR K. TESTING & DIAG.	11
	INTRO. OF A DEVELOPMENTAL K.	11
30	MEDIA CENTER SERVICES	10
31	NEW SUPERINTENDENT	9
	NEW PARENT CONTACTS	9
	CHAPTER III PROGRAMS	9
34	REDUCED PUPIL-TEACHER RATIO	8
	SUMMER READING PROGRAM	8
	TEACHING PUPILS HOW TO TAKE TESTS	8
37	"PUSH" FROM THE CURRICULUM DIRECTOR	7
	ADOPTION OF NEW MATH PROGRAM	7
	NEW PRINCIPAL	7
	PRE-SCHOOL PROGRAM	7
41	"PUSH" FROM BOARD OF EDUCATION	6
	"PUSH" FROM THE	6
43	BETTER GROUP OF STUDENTS	5
	THE COMMUNITY EDUCATION PROGRAM	5
45	THE COMMUNITY EDUCATION COORDINATOR	4
46	NEW STAFF	3
47	NEW P.E. PROG. IN EARLY ELEM.	2
	"HIGH EXPECTATIONS" BY:	2
49	NEW CURRICULUM DIRECTOR	1
50	CROSS-AGE TUTORING	0

TABLE 10

PRINCIPALS RATING (HIGH-LOW)

Factors		
1	"HIGH EXPECTATIONS" BY ADMINISTRATORS	38
2	"HIGH EXPECTATIONS" BY TEACHERS	35
	OVERALL LDRSHP. SKILLS OF PRINCIPAL	35
4	"PUSH" FROM THE PRINCIPAL	34
	HIGH STAFF COMMUNICATIONS	34
6	INSISTING ON CONCEPT MASTERY	33
7	MONITORING TEST RESULTS BY PRINCIPAL	31
8	DIAGNOSTIC TESTING	30
	AN "ORDERLY SCHOOL ATMOSPHERE"	30
10	GENERAL PARENTAL SUPPORT	29
	CURRICULUM EXPERTISE OF THE PRINCIPAL	29
12	ADOPTION OF NEW READING PROGRAM	28
	"MASTERY LEARNING" PUT INTO PRACTICE	28
	BUILDING LEVEL READING CONSULTANT	28
	"TIME ON TASK"	28
16	"PUSH" FROM THE STAFF	27
17	NEW PARENT CONTACTS	25
18	"PUSH" FROM THE SUPERINTENDENT	24
	STAFF STABILITY	24
	STAFF EXPERIENCE	24
21	GOOD SUPPLEMENTARY MATERIALS	22
22	"PUSH" FROM THE M.E.A.P. ITSELF	21
23	TITLE I PROGRAM	20
24	DEVELOPMENT OF PERFORMANCE OBJECTIVES	19
25	INTRO. OF PRE-K OR K. TESTING & DIAG.	18
	AIDES	18
	BASIC SKILL CONC.(VS. ART, MUSIC, ETC.)	18
	TEACHING PUPILS HOW TO TAKE TESTS	18
29	WRITING PRACTICE	17
	GEARING LEARNING OBJS. TO M.E.A.P.	17
31	NEW PRINCIPAL	14
32	ADOPTION OF NEW MATH PROGRAM	13
	MEDIA CENTER SERVICES	13
34	INTRO. OF A DEVELOPMENTAL K.	12
	REDUCED PUPIL-TEACHER RATIO	12
36	CROSS-AGE TUTORING	11
37	NEW STAFF	10
	PRE-SCHOOL PROGRAM	10
39	SUMMER READING PROGRAM	9
	CHAPTER III PROGRAMS	9
41	"PUSH" FROM BOARD OF EDUCATION	8
	"PUSH" FROM THE	8
	"HIGH EXPECTATIONS" BY:	8
44	NEW SUPERINTENDENT	7
	THE COMMUNITY EDUCATION PROGRAM	7
46	"PUSH" FROM THE CURRICULUM DIRECTOR	6
	THE COMMUNITY EDUCATION COORDINATOR	6
48	BETTER GROUP OF STUDENTS	3
49	NEW CURRICULUM DIRECTOR	1
	NEW P.E. PROG. IN EARLY ELEM.	1

TABLE 11

CONSULTANTS RATING (HIGH-LOW)

Factors		
1	"PUSH" FROM THE PRINCIPAL	25
	"HIGH EXPECTATIONS" BY TEACHERS	25
3	DIAGNOSTIC TESTING	24
	HIGH STAFF COMMUNICATIONS	24
5	"HIGH EXPECTATIONS" BY ADMINISTRATORS	23
6	"MASTERY LEARNING" PUT INTO PRACTICE	22
7	INSISTING ON CONCEPT MASTERY	21
8	ADOPTION OF NEW READING PROGRAM	20
	OVERALL LDRSHP. SKILLS OF PRINCIPAL	20
10	STAFF EXPERIENCE	19
	MONITORING TEST RESULTS BY PRINCIPAL	19
	GENERAL PARENTAL SUPPORT	19
	BUILDING LEVEL READING CONSULTANT	19
14	"PUSH" FROM THE STAFF	18
	TITLE I PROGRAM	18
	AN "ORDERLY SCHOOL ATMOSPHERE"	18
17	DEVELOPMENT OF PERFORMANCE OBJECTIVES	17
	STAFF STABILITY	17
	BASIC SKILL CONC.(VS. ART, MUSIC, ETC.)	17
	GEARING LEARNING OBJS. TO THE M.E.A.P.	17
21	"PUSH" FROM THE SUPERINTENDENT	16
	GOOD SUPPLEMENTARY MATERIALS	16
	CURRICULUM EXPERTISE OF THE PRINCIPAL	16
	"TIME ON TASK"	16
25	"PUSH" FROM THE M.E.A.P. ITSELF	14
	TEACHING PUPILS HOW TO TAKE TESTS	14
27	MEDIA CENTER SERVICES	12
	NEW PARENT CONTACTS	12
	CHAPTER III PROGRAMS	12
30	NEW PRINCIPAL	11
	AIDES	11
32	"PUSH" FROM THE CURRICULUM DIRECTOR	10
	WRITING PRACTICE	10
34	INTRO. OF A DEVELOPMENTAL K.	8
35	"PUSH" FROM BOARD OF EDUCATION	7
	INTRO. OF PRE-K OR K. TESTING & DIAG.	7
37	ADOPTION OF NEW MATH PROGRAM	6
	NEW SUPERINTENDENT	6
	NEW STAFF	6
	REDUCED PUPIL-TEACHER RATIO	6
	THE COMMUNITY EDUCATION PROGRAM	6
	SUMMER READING PROGRAM	6
43	"HIGH EXPECTATIONS" BY:	5
44	CROSS-AGE TUTORING	4
45	"PUSH" FROM THE . . .	3
	THE COMMUNITY EDUCATION COORDINATOR	3
	NEW P.E. PROG. IN EARLY ELEM.	3
	PRE-SCHOOL PROGRAM	3
49	NEW CURRICULUM DIRECTOR	2
	BETTER GROUP OF STUDENTS	2

However, we begin to see some interesting disparities in perceptions in Table 12. Teachers ranked MASTERY LEARNING PUT INTO PRACTICE third in importance of all 50, consultants ranked this sixth, principals thirteenth, and superintendents put it way down in 21st position.

In Table 13, we seem to see some verification of this disparity in perceptions, as teachers make INSISTING ON CONCEPT MASTERY their fourth choice, but principals rate it sixth, consultants seventh and, again, superintendents rank it much lower - - - twentieth.

TABLE 12	
FACTOR RANK COMPARISON	
MAST. LEARN. INTO PRACTICE	
1	-
2	-
3	-TEACHERS
4	-
5	-
6	-CONSULTANTS
7	-
8	-
9	-
10	-
11	-
12	-
13	-PRINCIPALS
14	-
15	-
16	-
17	-
18	-
19	-
20	-
-	
21	-SUPERINTENDENTS

TABLE 13	
FACTOR RANK COMPARISON	
INSISTING ON CONCEPT MASTERY	
1	-
2	-
3	-
4	-TEACHERS
5	-
6	-PRINCIPALS
7	-CONSULTANTS
8	-
9	-
10	-
11	-
12	-
13	-
14	-
15	-
16	-
17	-
18	-
19	-
20	-SUPERINTENDENTS
-	

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In Table 14 we see teachers, principals and consultants in relative agreement on the importance of DIAGNOSTIC TESTING. Consultants rank it third, teachers fifth and principals eighth. But, again, the superintendents give it only eighteenth rank.

In Table 15, we see teachers and superintendents, finally, in a little closer agreement on the factor of STAFF STABILITY, teachers ranking it sixth and superintendents tenth. (Could the fact that consultants and principals rank this factor so much lower --- eighteenth and 19th respectively --- be an indication of their confidence in their own ability to train and lead any staff?)

TABLE 14	
FACTOR RANK COMPARISON	
DIAGNOSTIC TESTING	
1	-
2	-
3	-CONSULTANTS
4	-
5	-TEACHERS
6	-
7	-
8	-PRINCIPALS
9	-
10	-
11	-
12	-
13	-
14	-
15	-
16	-
17	-
18	-SUPERINTENDENTS
19	-
20	-

TABLE 15	
FACTOR RANK COMPARISON	
STAFF STABILITY	
1	-
2	-
3	-
4	-
5	-
6	-TEACHERS
7	-
8	-
9	-
10	-SUPERINTENDENTS
11	-
12	-
13	-
14	-
15	-
16	-
17	-
18	-CONSULTANTS
19	-PRINCIPALS
20	-

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In Table 16 we again see teachers and superintendents with quite a different perception of the importance of a factor relating to curriculum development, namely, DEVELOPMENT OF PERFORMANCE OBJECTIVES. Teachers ranked it seventh in importance, superintendents (and principals this time) rate it only 24th in importance.

Table 17 shows teachers and principals rating "AN ORDERLY SCHOOL ATMOSPHERE" as of relatively higher importance than do superintendents and consultants.

TABLE 16	
FACTOR RANK COMPARISON	
DEVELOP. PERFORMANCE OBJS.	
1	-
2	-
3	-
4	-
5	-
6	-
7	-TEACHERS
8	-
9	-
10	-
11	-
12	-
13	-
14	-
15	-
16	-
17	-CONSULTANTS
18	-
19	-
20	-
-	
	-
	-
	-
24	-SUP.,PRIN.

TABLE 17	
FACTOR RANK COMPARISON	
"AN ORDERLY SCHOOL ATMOSPHERE"	
1	-
2	-
3	-
4	-
5	-
6	-
7	-TEACHERS
8	-PRINCIPALS
9	-
10	-
11	-
12	-
13	-SUPERINTENDENTS
14	-CONSULTANTS
15	-
16	-
17	-
18	-
19	-
20	-
-	

Table 18 shows some unanimity between consultants, teachers and principals on the relative importance of the ADOPTION OF A NEW READING PROGRAM but, again, we see a glaring disparity with the superintendents' perceptions.

TABLE 18

FACTOR RANK COMPARISON

ADOPT. OF NEW READ. PROG.

1	-
2	-
3	-
4	-
5	-
6	-
7	-
8	-CONSULTANTS
9	-
10	-TEACHERS
11	-
12	-PRINCIPALS
13	-
14	-
15	-
16	-
17	-
18	-
20	-
-	
	-
	-
	-
27	-SUPERINTENDENTS

This disparity in perception - particularly between teachers and superintendents - may be only reflective of the natural perceptions developed from their differing roles in a school system. Or it may represent something more serious. Two teachers from one district expressed concern about the reported low perception by superintendents of the relative importance of diagnostic testing. At the symposium, they pointed out to their superintendent the overall teachers' high ranking of the importance of diagnostic testing. They did so with the intent of dissuading him from his plans to recommend discontinuation of diagnostic testing to his board of education as an economy measure.

It seems worth noting that six of the factors that teachers rated in the top ten, MASTERY LEARNING PUT INTO PRACTICE (3rd), INSISTING ON CONCEPT MASTERY (4th), DIAGNOSTIC TESTING (5th), DEVELOPMENT OF PERFORMANCE OBJECTIVES (7th), AN "ORDERLY SCHOOL ATMOSPHERE" (7th) and ADOPTION OF NEW READING PROGRAM (10th) were rated respectively by the superintendents:21st, 20th, 18th, 24th 13th, and 27th.

Summary of Findings:

Factors that Made the 19 Schools Successful

Participants in the symposium basically corroborated the findings of the Field Study. Of 218 factors identified by the respondents to the Field Interviews as being important in their school's success, only five modifications were made by the symposium participants.

Given the opportunity by means of the INDIVIDUAL ANALYSIS to rank in importance the factors contributing to their individual school's success, the symposium participants basically substantiated the findings of the Field Study with some "fine tuning" as discussed and with a tendency to ascribe a higher importance to clichés such as HIGH EXPECTATIONS and TIME ON TASK than they did in the interviews.

There were some areas of disagreement between the groups, particularly between superintendents and teachers, as to the relative importance of some factors. These areas of disagreement may be of consequence for superintendents who must allocate priorities and make policy recommendations that will result in schools becoming more instructionally effective.

Putting together the results of the Field Interviews and the Individual Analysis we can conclude that the 19 improving schools had the following characteristics in common and that these characteristics - in combination - were strongly contributory to their success. The

characteristics are listed here in an order of importance as determined by frequency of mention in the interviews, observation by the interviewers, and ranking by the symposium participants in the Individual Analysis. However, the order of importance is not nearly so important as the fact that all of the characteristics became characteristics of the schools at the point in time at which they began to improve. Some of the schools had some or even most of the characteristics before they began to improve, but only when they had all of the characteristics did they begin the dramatic improvement described. In each of the 19 schools:

There was a very high degree of communications within the staff. Teachers shared information about pupils and about methods freely and frequently.

The staff was very stable (very little turnover.)

Curriculum and instruction concentrated on basic skills and incorporated the elements of mastery learning, i.e., included the development of performance objectives, diagnostic testing, insisting on concept mastery, programs for recycling and the belief by the teachers that virtually all children "can learn whatever it is we have to teach them."

The principal was a good over-all leader, who monitored academic achievement at the school closely and had a strong curriculum background (or had a staff member who provided strong curriculum and instruction leadership.)

Good programs appropriate to the nature of the community existed for reaching and communicating with parents, resulting in their

support.

The superintendent communicated academic achievement as a major goal and made policy recommendations to the board of education that reflected that priority.

High expectations were held by the community, the superintendent, the consultant, the principal and the teachers.

The Michigan Educational Assessment Program was viewed in a positive light as an impetus for improvement.

7

Results of the Symposium - Part II

A. In a Successful School: A "Formula for Success"

For their next task, the symposium participants, now in their newly-constituted teams, were assigned to 15 different locations and/or rooms throughout the hotel. The charge to each team was to complete a number of statements describing a successful school --- in other words, to write a "Formula for Success." The list of statements (13 in number) that each group was asked to complete appears in Chart J on page 77.

Each team was invited to add as many completions as it wished to, for example, the first statement: "In a successful school, the superintendent . . ." Likewise, it could add as many phrases as it liked to describe the role, behavior or nature of the other 12 factors, always keeping in mind the introductory adverbial phrase, "In a successful school. . ."

It was further explained that each team need not complete all 13 statements, but should complete those they thought important and then should rank those statements in the order of importance in which they should be made. The teams were told:

> "Here are a number of elements that go into the make-up of any school. Some are people, some are programs. Tell us what these programs look like, or the role these people play or how these people behave in a successful school. Unfortunately, we have only five minutes in which to learn this 'Formula for Success' from you, so be sure to tell us these things in the order of importance in which they should be told."

Chart J

Thursday Discussion Groups

Eastern Michigan University November 12, 1981

(Formula for Success)

IN A SUCCESSFUL SCHOOL,. . .

THE SUPERINTENDENT. . . . . .

THE CURRICULUM DIRECTOR. . . . .

THE PRINCIPAL. . . . . .

THE STAFF. . . . . .

THE CURRICULUM. . . . . .

THE PARENTS. . . . . .

THE COMMUNITY EDUCATION PROGRAM. . . .

THE COMMUNITY. . . . . .

THE BOARD OF EDUCATION. . . . . .

THE MEDIA CENTER. . . . . .

THE SPECIAL PROGRAMS. . . . . .

THE PUPILS. . . . . .

THE TESTING PROGRAM. . . . . .

The intent of this exercise was to produce a list, in something of an order of importance, of normative statements describing the nature and function of a successful school as determined by 107 very successful practitioners. (The 32 "guests" assigned to the teams were advised that their roles for these discussions were to be as observers only.)

The teams were given the remainder of Thursday afternoon (about three hours) for completion of this assignment. Each team was pre-assigned a chairman and recorder and was to select a reporter upon completion of the afternoon's work. Team reports were given by the reporters at the Thursday evening general session, which lasted about two hours. (For the composition and names of team members see Appendix D.)

For convenience in reading, the "Summary of Findings" that follows reports all of the statements made by the teams regarding each of the elements. The elements, in turn, appear in the order of frequency of mention - basically in the order of importance in which the teams, in aggregate, placed them. This order was determined by weighting the order of ranking by each of the teams, similar to the method used when votes are cast by coaches or sports writers in national polls to determine rankings of football teams. A first place "vote" is worth 13 points, a second place twelve, a third place 11, etc. Table 19 on page 79 tabulates this.

Given that this ranking may be influenced by the order in which the elements appeared on the assignment sheet and given that the meaning of this whole exercise may be less than profound, it nevertheless appears to be of some importance to note that all 15 groups had something to say about THE STAFF, THE PRINCIPAL and THE SUPERINTENDENT. Fourteen of 15 groups also had statements to make about THE CURRICULUM and THE PARENTS and ranked those as relatively important. At the other end of the spectrum, 11 groups chose not to say anything about THE COMMUNITY, seven groups apparently didn't think it important to say anything about THE MEDIA CENTER, and six groups chose not to say anything about THE SPECIAL PROGRAMS.

The actual statements made by each of the teams regarding each of the elements are recorded in Appendix E. For a better flavor of the proceedings, they are recommended reading.

TABLE 19

THE TEAMS RANK IMPORTANCE OF ELEMENTS

ELEMENT	Position Votes													TOTAL POINTS	TIMES MEN-TIONED	TIMES NOT MENT.
	1	2	3	4	5	6	7	8	9	10	11	12	13			
THE STAFF	6	3	2	4										176	15	0
THE PRINCIPAL	3	6	5		1									175	15	0
THE SUPERINTENDENT	4		2	3	1	4	1							152	15	0
THE CURRICULUM		2	5	1	3	3								140	14	1
THE PARENTS				3	3	5	1					2		108	14	1
THE CURRICULUM DIR.		3		2	3		1	1						96	10	5
THE PUPILS	2		1		2			2			3	1		78	11	4
THE COMMUNITY ED.PROG.				1		1	5		1	1			1	63	10	5
THE BD. OF ED.		1						5	1	2	1			58	10	5
THE SPECIAL PROGS.				1		1	1	1	1	3	1			51	9	6
THE TESTING PROG.					2		2		1	1	1	2	1	49	10	5
THE MEDIA CENTER							1	1	5	1				42	8	7
THE COMMUNITY						1		1		1			1	19	4	11

The discussion teams took seriously the challenge to write a

"Formula for Success."

Summary of Findings:

"A Formula for Success"

Divided into 15 discussion teams, 107 successful teachers, principals, coordinators and superintendents from 18 outstandingly improving elementary schools in Michigan made a series of descriptive statements about 13 given elements of a successful school. Asked to rank their statements in order of importance, the 15 teams, in the aggregate, talked about the elements in this order: THE STAFF, THE PRINCIPAL, THE SUPERINTENDENT, THE CURRICULUM, THE PARENTS, THE CURRICULUM DIRECTOR, THE PUPILS, THE COMMUNITY EDUCATION PROGRAM, THE BOARD OF EDUCATION, THE SPECIAL PROGRAMS, THE TESTING PROGRAM, THE MEDIA CENTER, THE COMMUNITY.

The following paragraphs summarize essentially what the teams had to say concerning each of the elements. The number in parentheses following each statement is the number of teams who made that basic statement. Since each team was made up of at least eight persons, statements made by only one team still represent the concensus of eight persons, hence are reported.

The Staff
(15 Teams Commenting)

In a successful school the members of THE STAFF are highly communicative with one another, openly sharing

ideas and expertise (14), are flexible, innovative, adaptable (8), are skillful in basic teaching techniques (7), have high expectations of their pupils (5), are growth-oriented professionally and personally (3), have good self-images (3), are enthusiastic (3), maintain a positive rapport throughout the building (3), like children (3), have worked together for a period of years (3), have good feelings about the principal (2), are goal-oriented (2), are dedicated (2), are "really caring" (2), have pride (2), should know what is expected of them (1), are people-oriented (1), have common sense (1), emphasize basic skills (1), have wide backgrounds of experience (1), must maintain classroom control (1), meet the individual needs of students (1), like their job (1).

The Principal
(15 Teams Commenting)

In a successful school, THE PRINCIPAL has strong overall leadership skills (9), is consistently supportive of teachers (8), has a strong curriculum background (8), has high expectations of the staff (5) sets the "tone" for the building (4), is a good listener (4), is readily visible and available to all (4), has good public relations skills (3), is the key person in a school's success (3), selects good staff (1), is an effective evaluator (1), is a good disciplinarian (1).

The Superintendent
(15 Teams Commenting)

In a successful school, THE SUPERINTENDENT sets overall directions and objectives for the school system (8), is the district-wide education leader (7), communicates directions and objectives to board, staff and community (4), is the chief public relations officer for the school system (4), gets the support of the board and the community for the

schools (4), is supportive of staff (3), is accessible and visible to all (3), is a good supervisor (2), is a good politician (1), is flexible (1), secures the necessary budget (1), makes reading and math a priority (1), is committed to excellence (1).

The Curriculum
(14 Teams Commenting)

In a successful school THE CURRICULUM contains clearly stated performance objectives (11), provides for continuous review and revision (8), is sequential (7), is district-wide (5), allows for diagnostic placement of pupils (3), incorporates the elements of Mastery Learning (2), has teacher involvement in its development (2), emphasizes reading and math (2), provides for early intervention in learning problems, such as developmental kindergarten (2), is balanced between affective and cognitive (1), provides for evaluation of instruction (1).

The Parents
(14 Teams Commenting)

In a successful school, THE PARENTS are strongly supportive of the schools (11), are involved in the school through P.T.A., the community education program, as volunteers, and as financial supporters (9), are highly informed about school goals and programs (6), are organized to support the schools (4), have high expectations of the school and pupils (4), are concerned about schooling (3), establish a good learning environment in the home (3), are the key to the achievement of pupils (1), participate in in service programs (1).

The Curriculum Director
(10 Teams Commenting)

In a successful school, THE CURRICULUM DIRECTOR coordinates the efforts of teachers and the principal in the development of curriculum (4), involves staff in constant evaluation of the curriculum (4), has strong evaluation skills (2), is knowledgeable about trends (2), is a good listener (1), is a good researcher (1), is a super salesperson (1), is the educational leader for the teachers (1), has the responsibility to assure a district-wide program (1) is very important (1).

The Pupils
(11 Teams Commenting)

In a successful school, THE PUPILS have a desire to learn (5), have good self-images (4), have pride (3), respond to positive reinforcement (3), increase achievement when they know what is expected of them (3), enjoy school (3), are responsible (3), are a stable population (2), are involved in various activities (2), are developmentally placed, (1), are very aware of parents' concerns and goals (1), are strongly task-oriented (1), are "involved" in learning (1), need to attend regularly (1), need direction on how to spend learning time (1), benefit from cross-age tutoring (1).

The Community Education Program
(10 Teams Commenting)

In a successful school, THE COMMUNITY EDUCATION PROGRAM plays a key role in getting certain parents into the building, leading to their deeper interest in the total educational process (4), makes the community aware of the school's goals (3), is responsible for external

public relations (2), helps create respect for education as a life long process (2), recognizes the need to involve the 70% of voters who do not have children in the public schools (2), is responsive to the needs of the community (2), to the degree that it increases parent involvement, contributes to greater pupil achievement (1), provides opportunities to market education programs (1), generates community involvement and support (1), is center of community activity (1), improves quality of life in the community (1), fully utilizes plant resources (1), includes a successful adult education program.

The Board of Education
(10 Teams Commenting)

In a successful school, THE BOARD OF EDUCATION is supportive of administration and staff (6), is knowledgeable about school programs (4), has the responsibility to hire an effective superintendent (3), develops policies which reflect community needs (2), should be representative of the whole community, not particular political interests (2), provides community input (2), supports policies which reflect a high priority for educational needs (1), communicates with staff (1), Consults before making policy (1), is important for setting goals (1), is important for establishing curriculum (1), is not very important (1).

The Special Programs
(9 Teams Commenting)

In a successful school, THE SPECIAL PROGRAMS should provide services supplementary or complementary to the regular program (5), should be tailored to meet individual needs (2), can serve special needs from the very lowest to the very highest (2), can provide small group and individual instruction (1), should reinforce the regular program (1),

assure that there are services for 100% of the children (1).

The Testing Program
(10 Teams Commenting)

In a successful school, THE TESTING PROGRAM, as a diagnostic tool, provides vital information on the degree to which pupils are achieving objectives (9), constitutes a guide for curriculum revision and development (4), clearly communicates expectations to parents, teachers and community (2), makes students test-wise (1) must be standardized (1), must be carefully structured and scheduled (1), should be revised as warranted (1).

The Media Center
(8 Teams Commenting)

In a successful school, THE MEDIA CENTER provides a wide and current selection of materials (5), is an up-to date support system enriching and supporting the curriculum (3), provides materials for professional development (2), provides pupils with opportunities to practice skills (1), teaches media skills to students (1), provides in-service to teachers on the operation and care of equipment (1), provides library service for staff and pupils (1), has certified specialists (1), is a learning center (1), is heartbeat of an elementary school (1).

The Community
(4 Teams Commenting)

In a successful school, THE COMMUNITY is supportive of the schools (4) is informed (2), is involved (2), has civic pride (1), provides resources (1), demands high achievement (1), has pride in the schools (1), trusts administration and staff (1), does not take schools for granted (1), is last on our list of importance (1).

B. Implications of Symposium Findings:

"They Should. . ."

The Friday morning assignment for the discussion teams was to produce a list of normative statements about a number of significant governmental bodies, institutions, associations and groups whose actions have an impact on schools throughout the state. (The list of such groups appears in Chart K on page 89.) The instructions given the teams went something like this:

> "Given what we now know about what made your school successful and given what you have said about the elements that make any school successful tell us what implications that knowledge has for these bodies, institutions, or groups. What should these 'significant others' do in order to have more successful schools all around the state?"

For this exercise, the 32 "guests," or resource persons representing the various bodies, agencies and associations were invited to take part in the team discussions. The make-up of the teams remained the same as for the previous day's discussion (Appendix D.) The roles of chairman, recorder and reporter rotated to three new persons.

The teams had two hours to prepare their statements. Presentation of the reports to the entire assembly took approximately one hour. Members of the reaction panel that was scheduled to follow this session were seen to take rather copious notes during the reporting period.

The "Summary of Findings" that follows presents together all of the statements by all of the teams concerning each subject. Unlike the Thursday assignment, the teams were not asked to place their statements in the order of importance in which they should be made. The reports are ordered here, however, from high to low, according to the number of teams who made statements about the subjects.

The teams had the most to say about COLLEGES OF EDUCATION (AND TEACHER PREPARATION PROGRAMS) and THE MICHIGAN DEPARTMENT OF EDUCATION. All 15 teams made statements about what these two groups should do. Thirteen teams had something to say about the behavior of THE MEDIA. Twelve teams

Chart K

For Friday Session

Eastern Michigan University November 13, 1981

Colleges of Education . . .

The Michigan Department of Education. . .

The School Boards Association. . .

The Curriculum Association. . .

The Principals Association. . .

The State Board of Education. . .

The Superintendents Association. . .

The Legislature. . .

School boards across the state. . .

Preparation Programs for Teachers. . .

The Media

School Boards in general. . .

The Community School Association. . .

Community School Directors. . .

Principals. . .

Superintendents. . .

In-service programs. . .

made statements about what SCHOOL BOARDS IN GENERAL should do. Nine teams commented on the appropriate role of THE LEGISLATURE. Seven teams had suggestions for PROFESSIONAL ASSOCIATIONS IN GENERAL And six teams each had something to say about THE STATE BOARD OF EDUCATION and THE SCHOOL BOARDS ASSOCIATION. At the other end of the scale only two teams had suggestions for SUPERINTENDENTS and only two teams commented about PRINCIPALS. However, since both of those roles were discussed the previous day in conjunction with describing the elements of a successful school, teams may have felt they had already had their say about those two roles.

What each team had to say about each topic is reported in Appendix E. Again, referring to these reports gives the reader a better feeling of the nature of the proceedings.

Team members discuss what various organizations and groups "should do" in order to develop more effective schools throughout the state.

Summary of Findings:

"They Should. . ."

Given the opportunity to have their say about what various groups around the state "should do" in order to make all schools more successful, 107 very successful teachers, principals, coordinators and superintendents, joined by 32 resource persons representing those various groups, had the following statements to make. The number of teams (of the 15 teams participating) who made each statement follows in parentheses. Statements made by only one team are reported because even if only one team makes a statement, since a minimum of eight persons served on each team, such a statement represents the consensus of at least eight persons.)

COLLEGES OF EDUCATION AND TEACHER PREPARATION PROGRAMS
(15 Teams Commenting)

SHOULD offer more internships and more on-the-job training opportunities (6), work closer with public school personnel in order develop retraining programs that fit district needs (5), provide earlier classroom experience for student teachers (5), hire only professors who have had public school experience (5), use public school classroom teachers as professors or at least as resource persons (3), get professors back into public school classrooms (3), get more into the field, be more practical (3), provide retraining for veteran teachers in order to meet district needs (3), require classes on classroom management (3), use successful schools as centers for pre-teaching experience (2), provide multiple

experiences for student teachers (2), provide more field experience for student teachers (2), coordinate more with other colleges on certification requirements and placement (2), continue to identify successful schools (1), provide retraining in physical education and fine arts for classroom teachers who must now fill role of itinerant teachers (1), reinstate lab schools (1), increase certification requirements for the middle school (1), offer more up-to date classes (1), increase professionalism at all levels (1), offer better pre-service models (1), coordinate more with professional associations (1), investigate paid internships for administrators (1), teach quality of work life (1), teach management of larger classes (1), teach more on discipline (1), make the professors teach (1), require course outlines (1), monitor the professors more closely (1), give new graduates competency in microcomputers (1), require regular education majors to take at least one course in special education (1), offer tests and measurements at the undergraduate level (1), set higher standards (1), allocate faculty loads so that student teachers have good supervision (1).

THE MICHIGAN DEPARTMENT OF EDUCATION
(15 Teams Commenting)

SHOULD concentrate more on the provision of service, less on control (4), be a stronger political leader for the cause of public education in the state (4), reduce bureaucracy and red tape (4), allow more local control (3), accompany mandates with funding (2), push the legislature for better funding (2), institute special certification requirements for the middle school (2), continue further development of testing programs (1), institute in-service programs for regents of teacher preparation institutions (1), assure that all of its staff have educational backgrounds (1), provide more technical consultants in reading and math (1),

discipline errant districts more selectively (1), strengthen the support to intermediate districts (1), make changes based on public hearings (1), disseminate more information about contact people (1), provide more documentation, as supposed to requiring local districts to do it all (1), require all certificated educators to take course work every five years (1), set higher standards for teacher certification (1), be more flexible (1), recognize that every school, every district is unique (1), give direct answers (1), develop more credibility (1).

THE MEDIA
(13 Teams Commenting)

SHOULD be more positive (8), expect accurate information from the schools (3), be dealt with by the schools in a more positive way (2), be told about successful programs and effective teachers on a regular basis (2), be supportive of the schools (2), give more recognition for academic success vis-a-vis sports and music (1), be honest in reporting at all times (1), be used by schools to reach the 70% who have no children in the schools (1), avoid stressing the spectacular and the controversial (1), write headlines that reflect more accurately the content of newspaper stories (1), be sent local newsletters (1), be dealt with by someone in the school district on a regular basis (1), print factual information (1), serve as a means for educating parents about how to help their children (1).

SCHOOL BOARDS IN GENERAL
(12 Teams Commenting)

SHOULD require in-service of their new members (2), have members who run from a general interest without a political ax to grind (2), establish policy and stay away from administration (2), be willing to study in order to stay abreast

(2), have standards for board membership (2), encourage interaction between staffs (1), free staff for observation of other successful teachers (1), be active in civic issues (1), be advocates of public schools (1), talk more with employees (1), be broadly representative of the community (1), be willing to visit schools without an invitation (1), set goals with the superintendent (1), stop "dumping" on administration (1), have plans for retraining of teachers who are forced to teach out of their major field (1), set higher standards for the hiring of superintendents (1), involve more people in the selection of a superintendent (1), get ready for the bad times ahead (1).

THE LEGISLATURE
(9 Teams Commenting)

SHOULD come up with a better way to finance schools (4), fully fund mandated programs (4), re-set its priorities to favor education more (4), accept the responsibility for funding schools (3), do something about workmen's compensation in order to improve the business climate in the state (2), set a minimum millage rate for each school district (1), set limits to programs for students who can't be helped in a school setting (1), stop playing games with the fiscal year (1), keep out of educational management (1).

THE PROFESSIONAL ASSOCIATIONS IN GENERAL
(7 Teams Commenting)

SHOULD group together pooling their influence into coalitions for greater political clout (5), establish qualifications for positions (1), provide professional development opportunities for their members (1), keep members informed of latest research (1), provide for

communication between members (1), provide motivation (1), set standards in the field and lobby for accompanying legislation (1), be more professional (1), endorse merit pay (1).

THE STATE BOARD OF EDUCATION
(6 Teams Commenting)

SHOULD develop a minimum programming guarantee for all children throughout the state (3), be elected on a non-partisan basis (1), be made up of educators (1), have stated minimum qualifications for membership (1), provide services, rather than regulate (1), hire qualified professionals (1), provide funding for all mandates (1), hire staff with recent classroom experience (1), find an effective alternative to local millages (1), provide funds in order to require continuous professional development, even beyond the Master's degree (1), set priorities for funding in the order of their effect on children (1).

THE SCHOOL BOARDS ASSOCIATION
(6 Teams Commenting)

SHOULD require (by legislative action, if necessary) that potential new and current board of education members participate in in-service programs (4), promote more communication between local boards (2), be a more effective lobbyist (2), provide a reward-award system to encourage broader community participation on boards (1), recognize positive programs with regularity (1), use citizen advisory groups (1), recognize that industrial management techniques don't work with schools (1).

IN-SERVICE PROGRAMS
(5 Teams Commenting)

SHOULD have teacher participation in their design in order to be effective (3), should be held at the building level (2), are of great value, especially for reassigned teachers (2), need more continuity and follow-up (1), should be offered on released time, rather than after the school day (1), should get some funding from the state (1).

COMMUNITY EDUCATION PROGRAMS
(4 Teams Commenting)

ARE becoming more important (1), must reach the segment of people who do not have children in school (1), should offer programs to assist parents and community members in understanding teacher and administrator roles within the education system (1), should in-service parents about their roles as educators in the home (1), should provide adult education which will improve the educational level of the entire community, eventually creating improved attitudes toward education (1), should be the way to continue to offer enrichment classes eliminated by budget cutbacks (1).

THE COMMUNITY SCHOOL ASSOCIATION
(4 Teams Commenting)

SHOULD come together as one group with the adult education association (1), serve members with informational support (1), focus on improving image, administration and staff (1), provide leadership and direction for upgrading local community education programs in order that they maintain legislative funding support (1), provide for re-entry into the educational process of those who have dropped out (1), provide programs that involve the community as a whole : "something for everyone" (1).

THE SUPERINTENDENTS ASSOCIATION
(4 Teams Commenting)

SHOULD promote greater communication with teacher groups and non-educators (1), find ways to work together with the other professional associations (1), be less political (1), maintain contact with the legislature (1), serve as a channel for local concerns to be expressed at the state level and vice-versa (1), keep new ideas coming to local districts (1).

THE CURRICULUM ASSOCIATION
(4 Teams Commenting)

SHOULD become more visible (1), communicate the latest research on learning (1), highlight successful curriculum developments (1), update materials (1), strive for coordination between subject areas (1), define its purposes more clearly (1).

THE PRINCIPALS ASSOCIATION
(3 Teams Commenting)

SHOULD make use of the findings of this symposium (1), emphasize curriculum issues (1), continue publication of their excellent magazine, which should be shared with staff (1).

COMMUNITY EDUCATION DIRECTORS
(3 Teams Commenting)

SHOULD be used as valuable public relations resources for the schools (3), increase programs that serve communities (1), expand cooperative relationships with other community organizations (1), be involved with the 70% who

do not have children in the schools (1), be used as to enlist local resources for classroom teachers (1), provide in-service for volunteers (1).

SUPERINTENDENTS
(2 Teams Commenting)

SHOULD give good in-service to newly-elected board members (1), get more positive feedback from others, instead of everyone dumping on them (1).

PRINCIPALS
(2 Teams Commenting)

SHOULD listen to teachers (1), be supportive of teachers (1), foster open communications (1), be knowledgeable about curriculum (1), be involved with pupils in order to "stay in touch" (1), have an elementary background (1), assure consistent test conditions (1).

C. The Reaction Panel

A panel of six persons was chosen to react to the proceedings of the symposium. Peter Clancy chaired the panel. The panelists' remarks follow in the order in which they were made together with the closing remarks of the chairman.

SYLVIA WHITMER

(Ms. Whitmer has served for six years as a member of the Birmingham, Michigan Board of Education. She speaks here as a representative of the Michigan Association of School Boards.)

I have two general comments and then a few more specific ones.

The first general comment I would have is that people who are involved in effective schools, the practitioners like you who have just improved your test scores, evidently are so busy working on improving the situation that you don't have the time to reflect upon and analyze what were the factors that brought improvement about. So, at a time like this conference, when we are asked to do just that kind of thing, I think we have to commend Eastern Michigan University for allowing the time to reflect on what these particular factors were. I would think this kind

of time would be something we would strive to promote at the local school level so that staff can have an opportunity to talk about effective practices.

In the same connection, I'd have to say that lack of time to analyze and reflect makes it extremely difficult to separate what should be from what actually was in your school district. The recommendations which were given tended to be what you would like to see in education and it's not as clear to me what was going on within the school district, as separated from what ought to be. I know that there is an intermingling of those items. The recommendations spoke to a lot of ideals. What is difficult for us at the Board level where funding is appropriated is to determine the priority of these recommendations, which ones are most important and which ones we can afford.

As I look around and think of the school background which you represent and look at the papers which were passed out regarding the differences in your school districts, they're not all ideal situations. Yet you people brought about these improvements despite less advantages than some other districts. You improved those test scores and that's terrific. So I think there are some items that we haven't perhaps pinpointed as well as we could. Part of my answer to that would be we need even more time to reflect on it and in just this kind of a gathering. Probably, the meaty discussions will be on the way home in the car when you can figure out which of the things really should be funded first.

On the specific items: On some of these items which came out, you clearly supported previous research. One of those items about which there has been a great deal of publicity is expectations --- having high expectations. The second one is the need for good leadership, at the building level especially. I'm not going to elaborate on these because Wilbur Brookover is a specialist on that kind of research and this whole project has really supported that idea too. I think we are beginning to get a much clearer idea of what effective schools are.

The item I didn't notice stressed, which has been in previous research, is that parent participation is a very important item. But, when I looked down the list of what we discussed in our groups that was not specifically itemized, on the second sheet, hence I think you just did not direct your attention to that. Perhaps you thought it came under Community Education. However, in the groups that I was a part of, parent participation was mentioned frequently and the idea of sending home notebooks at the end of the week or good communication with

parents was mentioned over and over. I suspect it was mentioned at other tables too. I hope that those recommendations will be included somewhere.

Yet another idea, specifically, which came out clearly, was that all groups need to get together, to get their acts together and agree on a goal. Perhaps, I take from this as well, that we each need to understand the other person's role,(i.e. the Principal as distinguished from the Director of Curriculum, etc.) not necessarily do it or carry it out, but have more insight into what is done at each level that is effective and then support each other in performing his role.

Perhaps the last item, before my conclusion, is that "in-service" which brings reflection and analysis appears to be an idea that should not be lost in the funding. In some way, when the state legislature is making its cuts, and when school boards are looking over things, we need to keep that item in. Because it's not always considered a direct instructional item, it goes out early. So, I think perhaps it's an important one. It stimulated many of your ideas. You included it under the ideas of either in-service or new programs that stimulated what you did in your effective school.

In conclusion, I think what is probably most important for the school board is the idea that we need to communicate the over all priority of education over and over again. As the budget is getting smaller in Lansing and there is less money, it becomes more important that at every single level, including the teaching level, the parent level, the administrative level and the school board level, we all get our acts together on this one item --- the priority of a sufficient educational budget so that we can not only discover what a good basic program is and fund it appropriately, but fund it equitably in school districts. Once we have done that we can talk about success, and we can publish success. I think we should do more of all of these.

WILLIAM FLEMING

(William Fleming is Assistant Superintendent for Instruction in the Waterford, Michigan Public Schools. He speaks here as a representative of the Michigan Association of School Administrators.)

Critics of public education frequently admonish us for operating static organizations. Presentations by principals this morning, however, have clearly established the fact that there are classrooms and schools in the state of Michigan where things are not sterile, that there are a lot of good things happening, and that production is taking place.

I was a bit frustrated, however, with the general discussion yesterday. Waterford has 19 elementary schools and none of them increased their scores by five percent or greater. That, of course, is a bit of a disappointment to us. Consequently, I came looking for factors that

I could glean from some of you folks that might be of assistance to us in terms of trying to improve our own situation. I was a little bit frustrated because of the generalities of the discussions that took place and the direction that we were required to continue with.

I would like to make a couple of comments about the survey and the direction that we seem to be going. I'm concerned that even though we may identify the commonalities, they may or may not be significant. I think we need to assess each of them more thoroughly. For example, one of the consistencies was that most school districts had developed a new reading program. Now, I'm not sure that a new reading program in and of itself is really an important factor in the success that you folks have experienced. I suggest that it may very well be that the staff identified the specific objectives that they wanted to accomplish, went looking for specific materials that they were going to make use of in order to accomplish those objectives, that there was a concerted effort on their part to keep to those objectives, and that maybe those things contributed to the difference more than if you had a new reading program.

Also, they indicated that there were significant individuals identified. In 15 school districts they had a new superintendent or a new curriculum director or a new principal. Yet, in the Individual Analysis, 65 to 85% of you indicated that individuals were not factors in the improvement that took place in your building.

I think we have to take a look at exactly what it is that has been a significant factor in the change that has taken place. There is a lot of research on effective classrooms and it consistently indicates that the differences between successful and unsuccessful classrooms can be identified. For example, The National Institute of Education identifies five factors. Dave Donovan and his staff have done a research analysis and have come up with eight different things. Madelin Hunter has been doing a lot of research identifying consistent factors in the classroom. Dr. Brookover has done extensive research.

In all of these studies, classroom teacher expectations is one of the critical factors. Not only expectations on the part of the teacher, but that translates into expectations on the part of the student that they are going to learn and that teachers do assume the responsibility for their learning. I would be interested in Pete and his staff continuing their efforts to identify the specific teacher behaviors that they feel contribute to increased scores in terms of the M.E.A.P. One caution, Pete, and you did address it: Several of us were concerned with the public release that

came out indicating that these are the best schools. I think that we ought to be assured that they are outstanding schools and that they have improved, but be careful that we don't identify these 19 schools as THE BEST schools in the state of Michigan. I appreciate the opportunity to be here and I really enjoyed the conversation.

SCOTT WESTERMAN, JR.

(Dr. Westerman has served as a classroom teacher, Superintendent of the Ann Arbor, Michigan Public Schools, and Chairman of the Department of Curriculum and Instruction at Eastern Michigan University. He speaks here as Dean of the College of Education at Eastern.)

I would like to begin by expressing appreciation, first of all, to Peter and Winifred for their leadership here. I'm not sure there will be an opportunity to do that later and I know you share my gratitude for the vision they had to bring you together for this experience.

But secondly, and perhaps this should have been first in our listing, I want to remind us all of the contributions made by C.S. Mott. It is because of his wisdom and those who administer his funds that we

are here. This is appreciated particularly in these days when it is so hard to find the resources to do things that get us beyond where we are. If he's looking down on us from some location I'm sure he is grateful for this expression of his beneficence, as I'm sure we all are.

The third word of appreciation is to you, because you represent such an informed and knowledgeable perspective and it's so rare that we have a chance to draw upon that. Peter is right; I took down every word that you offered concerning colleges of education. I want to recap that in a moment just very briefly. That is very helpful to us and I must say that I'm especially enthusiastic about it because everything you said I agree with and would like to see realized in our setting. You spoke of much of what we are working toward realizing.

So . . . those words of appreciation, again especially to Dr. Warnat, Director of the National Center on Teaching and Learning, and to Peter Clancy and Ken Riopelle, his associate, who have brought together the data and this experience for us.

May I make a general comment about the topic itself, Effective Schools? I confess to a long time wariness which has been relieved with the passing of time about such approaches to education as M.E.A.P. represents. The President (E.M.U. President John Porter) and I have had discussions about this and I'm enthusiastic about the contributions that are now made through that more diagnostic process. But the lifting up of only math and reading and saying that as we improve in these two areas we are "effective" gives me some concern. I'm sure that you're conscious of that too. Dr. Warnat and I have had some discussions about the definition of an effective school and how you measure it in a total holistic sense.

However, having said that, there is no more important achievement in my view than to demonstrate today to our publics that we are in fact effective in the basic skill areas. As you are very aware, we have lost credibility and will never regain it by pointing to marvelous expressions in art or high achievement in music. We have got to begin at that fundamental and basic area which is so essential to performance and success in all fields. At the same time, as we acknowledge that and hope to progress in that regard, I hope we are always conscious of the larger obligation that we have and that we continue to look at all aspects of our program. I hope we do not lose sight of the opportunities and obligations in that larger realm.

Having said that, let me again express appreciation for what you have said about colleges of education. You know, we agree wholeheartedly and are in a position to act upon the recommendations you have made because we are on the verge of making some major revisions in our teacher preparation program. We have devoted a full year to a careful examination of every single course, every single experience. On the basis of that we are coming to some conclusions which will chart a new course for us. Your emphasis on more careful selection we are in absolute agreement with. We also agree on the earlier experience in the classroom. What we are proposing at this point is that those two are part and parcel of the same thing. Students need to have that early field experience so that they can be part of a self-selecting process.

Your suggestion that there ought to be course work in the area of special education, and in testing and measurement: We've already had recommendations to that effect in our study process particularly, of course, with the emphasis on mainstreaming today.

Emphasis should be placed on practical experiences for our colleagues. We subscribe to that, as do our colleagues. As you probably sense, one of the hopes that we have through the effective leadership of the National Center is that our professorial staff will become more involved with experiences like this, interacting with you. Beyond that, as some of you are aware, through our school-based assistance teams and our professional development program, we will be interacting with the practitioners, learning from them. Hopefully, as they learn from us, we will be able to contribute some of the more theoretical and recent developments within the profession. The practical we hope to find expressed increasingly in our instruction through these interactions.

Also, the call for increased supervision of student teachers implies a quality ratio that is something that we have been proud of maintaining and have a tradition to protect. I say, "to protect," because it is endangered in these times of limited resources. We want to protect that and if possible to enhance it.

Everything that has been said with reference to colleges of education we subscribe to and are pleased to have reinforced through your knowledgeable perspective. We have much confidence in that perspective because you represent schools that have been successful.

I am grateful again for the experience of the conference. I'm sure that you have benefited from the interaction and I'm particularly pleased that we can be part of an effort that highlights the positive in an era when the negative seems to be the popular theme. Thank you for being a part of this . We are pleased to borrow on your fame. We hope that it serves you well and that you will become even better as a result of this experience.

JAMES JENNINGS

(James Jennings is Principal of the Graham Elementary School in the Wayne-Westland School District in Michigan. He speaks here as the President of the Michigan Elementary and Middle School Principals Association.)

You mentioned, Dean Westerman, that there were some people that were worthy of mention or appreciation. There is a person who I think were it not for his efforts we might not be here today. And that person is Dr. John Porter. I think of John Porter's work in the M.E.A.P. program. I think of his blessing and support as the Michigan Elementary and Middle School Principals Association went about identifying the components and criteria of a successful elementary school. I believe this conference/symposium is a kind of end product of the vision that Dr. Porter had --- that vision of improving instruction and

improving achievement of boys and girls in the state of Michigan. Last Friday, I recommended to the Board of Directors of MEMSPA that Dr. John Porter be our candidate to receive the award of The Michigan Hall of Fame. Our association feels very strongly about Dr. Porter. As an elementary building principal in the Wayne-Westland Community School District, Dr. Porter was instrumental in working with us in the area of accountability. My school is one of the specified schools in which we are working to tie together these successful school practices. John Porter has long demonstrated a strong, active interest in Michigan elementary schools. I wish he were here today to hear what I'm saying about him.

MEMSPA is a voluntary organization comprised of individual principals, professors from colleges of education, middle school principals, directors of elementary education, and the like. We come together to improve the lot of principals and the condition of education for boys and girls in the state of Michigan.

Before I became actively involved in MEMSPA, I had many of the same concerns that reporters this morning expressed: Things such as the need to get coalitions working together to achieve greater political strength. More in-services and workshops being provided. Principals being helped to become more knowledgeable in the field of curriculum. You need to bring to the public's attention the successful programs. In short, I felt a need for coordinating the work of the volunteer organizations in the state that service people associated with schools, agencies, and institutions.

I had those criticisms before I became involved in voluntary association work at the leadership level. In fact, now that I'm part of that so-called hierarchy of association work, I'm aware that indeed we do have coalitions involving educational organizations and associations throughout the state that do lots of super things. It seems that all I have been doing since I took over my presidency is meeting with groups of people trying to affect the education of boys and girls in the state of Michigan. I spend a lot of time doing that. My own MEMSPA group, I know , plus M.A.S.A., M.A.S.S.P. and many other organizations are doing lots of super things to support principals, superintendents, teachers, and so forth. Earlier this week, I met with representatives from the M.E.A., the secondary principals, and the superintendents' association on a common problem that was affecting us all concerning legislation. We are doing things to help principals become more knowledgeable. There are things that are happening. These criticisms I had before. Now, I'm certainly aware there are things happening.

Sometimes we don't publicize them as much as we could or should but they are happening. We indeed are attempting to get our acts together. I think activities such as you're having here do help that. Bringing people together of many disciplines -- the superintendents, the college people, the teachers, the curriculum directors and board members --- this I think is extremely important. I commend the leaders that have brought this symposium about.

Going a step further, one thing I'd like to see is representatives of these 19 schools getting together and talking. I know that we don't do enough of that in my own school district. I would like to have seen another meeting take place here involving the superintendents and the principals going through those same kinds of questions that were given to our entire group yesterday. I think that had they done an analysis and identified those factors which make for successful schools, then maybe there would have come the decision that they need assistance from some very outstanding evaluation programs that currently exist in the state of Michigan. One, of course, is the AEES, the Association for the Evaluation of Elementary Schools, which provides a very sequential organized format for self analyzing a school's program. Another format is the North Central Association program, which uses the School Evaluation Self-Study. I believe there is only one district of the 19 involved here --- Brighton --- that has gone through a formal self-analysis and visitation program. For evaluating the total elementary school program, I would recommend A.E.E.S. to you as something you might wish to look at. It is good for a school staff to sit down together, analyzing what they have, asking why they have it, determining what's effective and what is not effective. A natural step then is moving ahead to achieve accreditation through the North Central Association. That is something I will commend to you.

Moving ahead: For what it is worth, principals have a lot of additional demands placed upon them these days --- mandated programs, taking on additional responsibilities. It's interesting to note that six of the nineteen effective school principals presently have dual school responsibilities. They don't administer just one school. I don't know whether or not they had dual school responsibilities when they were involved in improving the schools that are represented here today, but that is an interesting point. A lot of things are happening that adversely affect the principal's ability to work in the area of improving curriculum and improving children's achievement.

My last comment I will make in the form of a question. You touched upon it, Dean. It is: I wonder what this concentrated attention on the M.E.A.P. and on the areas of reading and math is doing to the total child and the balanced curriculum? It would be interesting to make an assessment to determine if the beautiful work in Reading and Math that's been done by these 19 schools has had a detrimental effect on the other areas of their curricula.

JACKIE ROGERS

(Jackie Rogers is the Director of Community Education in the Chelsea, Michigan School District. She speaks here as President of the Michigan Community School Education Association.)

I have made several observations while we have been here. One is that many people think that, unless you use the term "community education," you are not talking about community education. When we talk about the successes that our boys and girls are having in the public schools, we are talking about community education. We are talking about the establishment of success patterns that will directly impact the quality of the future lives of these children. At the very least, we are talking about developing an appreciation of the need for life-long learning.

What is, or should be, the role of public schools? This question raises issues about which I would like to speak for a moment that are at the same time philosophical and economic.

In the last 5 to 19 years, partly because of declining enrollment, it has become evident that public schools have the opportunity to take on a larger role in our communities than just K-12 instruction. The school should be the total educational leader of the community. K-12 instruction is, of course, first and foremost; all of our successes are built on that. But, the community itself is nothing more than a vast classroom and the communities must recognize their responsibility for doing whatever they can to assure that that classroom is the best it can be.

That's philosophical. Now, let's speak about economics..

Based upon the discussions in my groups and the things I've heard elsewhere during this symposium I've observed that all of you could do better with more money. In our group many of our problems were directly related to the lack of resources. We all know that about 70% of the voting public in any community have no children in school. Many feel no sense of responsibility for the school since they have no children there in a day to day contact with the school. The point at which we involve such people in our schools in some way --- with an educational, recreational, or enrichment opportunity --- is the point at which we have the chance, at least, to give them a new sense of ownership of that institution. Since most schools have the space available, resources available, the only lack sometimes is the key person to bring needs and resources together. That, of course, is the role of the community school director. A good community school director understands well that the more people we have in the schools, the greater the sense of ownership, the more public support we are going to have. We see evidence of that at the time of millage elections.

That's philosophical as well as economical.

Concerning the provision of programs: When your superintendent and board of education commit to a community school philosophy, they hire a community school director with the idea in mind that he/she knows how alternative and enrichment programs can assist the school in its primary mission. A good community school director can do much to help in the development of, for example, pre-school programs. One of the groups to which I listened related their success directly to their pre-school program. Many others gave much credit to

parental support, and many of them said the community school programs established a rapport with parents that made that possible.

I would just like to say: If you have a community school director in your district, for heaven's sake use that person. He/she can be a most valuable resource for gaining community support, for identifying local resources that are available, for establishing critical communications, and for making these economic hard times a little more bearable.

Thank you.

WILBUR BROOKOVER

(Wilbur Brookover is the author of a number of studies of effective schools. He speaks here as Professor Emeritus of Michigan State University.)

I appreciate the fact that all of the people who preceded me left me some time.

I would like to comment, first of all, that I think this is a very important occasion, important because it gives some recognition, some strokes, and some rewards to schools that are doing a good job. I have a notion that if we did this generally in our school districts, that is, evaluated schools and publicly recognized and rewarded those that were doing the best job, we might have better results generally. I suggested to our group that if we could arrange contacts so that all the teachers in

schools that had 100% mastery of the objectives would receive a $5,000 bonus, we might have a much higher level of mastery.

There are a couple of points that I wish to make. First, to raise a new question: What do you mean by an effective school? I want to compliment Pete on the criteria that he's used to identify effective schools. I want to emphasize the fact that he did not just look at the top end of the distribution but looked at both ends of the distribution. Many times we do not do this. There is a considerable tendency in American education to try to sort and select students. I've just read Maureen Hallinan's analysis of grouping in the elementary schools and on the outcomes of grouping. She takes the position that the intended outcome of grouping in the elementary schools is to increase the differences between the achievement of the top groups and the bottom groups. That is the effect. Her analysis indicates that grouping which is widely practiced increases the effectiveness of schools for some children and reduces it for others.

My colleagues, Larry Lezotte, Ron Edmonds and John Fredrickson have been identifying effective schools around the country and doing research on them. They emphasize that effective schools are those in which essentially all the students learn well. The typical school in America today is one in which the children of middle class affluent parents do very well and the children of the poor and minorities do not do well. That type of school is much more common than those in which all of the students are mastering the objectives. From my perspective, it is only the latter that are effective schools. I think your criteria emphasizes that.

I learned a new term from Winifred Warnat a few weeks ago when I visited with her. In discussing this tendency to try to enhance the achievement of the top and not the bottom, she said we've been using a "deficit" model . That's a pretty good notion. We've spent an awful lot of money identifying children that we think have some deficits and therefore we should not try to teach them too much. Effective schools, to me, involves both high quality achievement and equitable achievement.

In response to the comment about the MEAP scores: I spent three years working with an ASCD committee on "objectives." Some of you may have seen a little booklet that we produced on measuring and attaining objectives.[9]

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[9] Brookover, Wilbur B., Joseph Ferderbar, Geneva Gay, Mildred Middleton, George

[9] We concluded that basic skills achievement did not interfere with the achievement of any of the other fine objectives for the American education system. In fact, our conclusion also is that basic skills achievement probably facilitates the achievement of almost all, if not all, of the other objectives. So, if you just start someplace I guess I would start with basic communication and mathematic skills.

I noted in some of the discussions a tendency to try to identify the characteristics of effective schools in terms of clichés that didn't carry very much meaning. One that is on this list is STAFF COMMUNICATIONS. There is nothing wrong with that, but what are you supposed to communicate? Mrs. Brookover keeps reminding me of the high level of communications in the first school in which she taught. The teachers and the principal all gathered every morning in the principal's office and communicated extensively. The topic of communication was the success of the athletic team. I doubt if that had very much to do with the enhancement of the students' achievement. So, I think you need to get a little more meat on what you mean by "communication."

Another illustration of this was the identification of a STRONG LEADER. What does a strong leader do? The topic was recognized when you asked "What does a principal do in an effective school?" The Principal probably has a role in the development of performance objectives; probably instrumental in the development of a mastery learning program; and probably monitors test results. You could go on and identify a number of things.

Someplace else I heard talk about parent involvement. What do parents do? What do you mean when you are talking about parent involvement? You want them to come in and bake cookies? Provide refreshments for the faculty meeting? What is it? In our research we found that there is a very significant negative correlation in middle class white schools between the level of parent involvement and mean student achievement. The higher the parent involvement the lower the achievement.

In our study of changing schools, the declining schools had decidedly more parent involvement than the improving schools. I think,

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[9](cont'd)Posmer, and Flora Roebuck. "Measuring and Attaining the Goals of Education." Alexandra, Va. Association for Supervision and Curriculum Development.

however, there was a difference in the kind of involvement. What were the parents doing? In the declining schools they were doing a wonderful job of bringing the parents in and "cooling them out." Telling them what a great school they had. So, you have to go a little further in designating what the cliché type of statements mean.

The last thing I want to say concerns trying to identify which are the most important characteristics of effective schools. Somebody asked the question. "Which is most important in the composition of water --- H_2O?" Because the H has a 2 on it does that mean it's more important than the oxygen? Without the oxygen you get no water. A famous study of inner city secondary schools in London[10] that I'm sure some of you have read, discovered, as we did in our study of 71 Michigan elementary schools,[11] that some variables were positively related to achievement in some schools but negatively related in other schools. Parent involvement is negatively related in middle class white schools but slightly positively related in black schools in Michigan. Individualization or differentiation is very clearly negatively related in white schools in Michigan but in black schools what little individualization there is, is positively related.

I'd like to make one further comment on this point: You need to recognize that this group of commendable schools are not representative of all kinds of schools in Michigan. I have been looking around for a black face. There may be some Hispanics here but I haven't found any. I would warn that the characteristics of schools in this population that are believed to be associated with improvement in achievement may not be the same as they would be in other types of schools. Every school is a functioning social system, and the way the particular variables interact in that system as a total operation is what makes the difference. To sort out any one or two and say these are primary factors is quite dangerous. Let me illustrate:

I'm very happy to see that in your findings HIGH EXPECTATIONS is important. Now, there is no question about that in my mind. If the staff members do not believe that kids can learn, do not expect them to learn, they're not likely to do a very good job of teaching them. But, "high expectations" does not produce learning. The reason "high expectations" is important is that it is related to a whole series of

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[10] Rutter, M., B. Maughn, P. Mortimore, J. Ouston, and A. Smith *Fifteen Thousand Hours*, Cambridge, Mass. Harvard University Press 1979.

[11] Brookover, W.B., C. Beady, P. Flood, J. Schwertzer and J. Wisenbaker *School Social Systems and Student Achievement*. South Hadley, Mass. J. F. Bergin Co. also N.H. Praeger Publishers 1979.

instructional practices. And perhaps the most important of these is TIME ON TASK. Now, "expectations" I think are extremely important because that's a kind of prerequisite to the teachers doing the job. In our observation in a very low achieving school the teachers repeatedly indicated, as did the principal, that they really didn't expect their kids to learn very much. Our observation indicated they probably spent less than 10% of the school day in anything remotely connected with the process of instructing the students. Now, those two things go together.

Well, we could go on with all sorts of other illustrations but we emphasize that we must examine the interrelationships among variables and the way in which they function together. I've tried to summarize these interacting sets of factors that have come out of research and I've put them in three clusters:

1. The ideology of the school. The staff has to believe students can learn. You've got to expect them to learn. You've got to believe teachers can teach. Students have to believe that the school can teach them and is trying to teach them.

2. The organization of the school. If we organize our schools in such a way that teachers are rewarded for identifying students they're not going to teach, we will probably not be very effective. If we do a lot of stratifying and differentiating among students, classifying them, grouping them, identifying them as non-learners they are likely not to learn much. That's what I mean by the organization of the school.

3. Instructional Practices. In harmony with the beliefs about what you are doing and the organization, you have to set up an instructional program identifying the objectives, monitoring the objectives and devoting time to the task of teaching and learning the objectives.

Thank you.

PETER CLANCY

(Dr. Clancy is the Mott Visiting Professor of Community Education at Eastern Michigan University. He has served as Superintendent of the Flint, Michigan Public Schools and, prior to that, as Associate Superintendent for Community Education in that district.)

I wish to express my personal appreciation to the panelists for their time, their thoughts and, most of all, their willingness to assist us in this unique enterprise.

I also wish to thank all of you for your intense efforts during the past two days. You have helped us to identify the factors that made your schools successful by participating in three different studies, really, of the same phenomena. Any one of them, alone, would probably be not so useful.

For example, if we had only the results of the **Individual Analysis** that you all completed yesterday, I think we could be mislead. When Ken Riopelle reported to me this morning that "High Teacher Expectations" was identified as the single most critical success factor in that exercise, I was sorry that we had offered that cliché as a choice. When we interviewed you in your schools not very many of you ever used such generalities. You were very specific in the interviews, naming factors such as: "developing performance objectives," "frequent diagnostic testing" and "monitoring of test results by the principal." Yet, given the opportunity in the **Individual Analysis** to reflect further, and to consider some factors you may not have thought of before, you apparently fine-tuned your opinions a little. That's good. That tells us that the first go-round --- the Field Study ---yielded results that were incomplete.

The third study in which you participated was the description in your groups of the characteristics of the successful school.

You have helped us do three studies. Now, our task is to somehow take these three studies and synthesize them into some kind of a meaningful whole. I hope we can produce something worthwhile. In any event, whatever is produced, will have been produced by all of us ---all 142 of us.

8

Summary and Conclusions

This study set out to determine primarily whether or not community education programming had any impact on the success of 19 elementary schools in Michigan whose pupils showed dramatic improvement in M.E.A.P. test score results from 1976 to 1979. Once the study commenced, however, it became immediately obvious that it had the potential to reveal much more than this. Almost from the outset the focus was broadened from an investigation of that question only to an investigation to determine and isolate just exactly what factors caused the rather sudden and very dramatic improvement in these pupils' scores. This was accomplished by an analysis of pertinent financial, organizational and demographic data regarding the schools, extensive Field Interviews conducted at the schools, and convocation of a symposium of 107 key personnel from 18 of the 19 schools. At the symposium, the participants corroborated the basic findings of the Field Interviews, analyzed on an individual basis and ranked in order of importance the factors that they believed had made their individual schools successful, described the elements that they felt were essential to the success of any school, stated what implications they felt these findings had for a number of groups about the state whose actions affect the condition of education in the state, heard reactions to their recommendations from representatives of those statewide groups, and were presented plaques recognizing their accomplishment by Eastern Michigan University President John Porter.

What makes for a successful school?

In the case of these 19, at least, the following were not identified as significant factors in their success: the socio-economic status of the school's attendance area; the size of the district; the wealth of the district; the operating millage rate of the district; the pupil-teacher ratio; the expenditure-per-pupil for instruction; the size of the school; the average teacher's salary; the type of community; the quality and number of compensatory programs.

The analysis of the data concerning these 19 schools revealed no patterns among them regarding these characteristics, no positive correlations between any of these factors and the success of these 19 schools. The only one of these factors mentioned at all in the Field Interviews was reduced pupil-teacher ratio and it was identified in only four of 19 cases. When 107 personnel from 18 of 19 schools gathered at the symposium to further analyze what had made them successful none of these factors was identified as key to their success. In the Individual Analysis, Reduced Pupil-Teacher Ratio was ranked 27th in importance of 50 factors. None of these factors was addressed by the symposium teams in their descriptions of successful schools.

From the Field Study, the corroboration of the results of the Field Study by the symposium participants, the Individual Analysis by the symposium participants of the factors that contributed to their success and the descriptions of a successful school by 107 successful practitioners, we conclude that the following seven statements are the most important statements to make about a successful school.

1. **IN A SUCCESSFUL SCHOOL, THE STAFF HAS A VERY HIGH DEGREE OF INTERCOMMUNICATION. MEMBERS SHARE INFORMATION, OBSERVATIONS, IDEAS AND EXPERTISE OPENLY AND FREQUENTLY.**

   This conclusion is clear and strong from all of the evidence . Respondents in the Field Study identified it as a factor in their school's success more than any other factor. (It was specifically mentioned in 17 of 19 schools.) Respondents to the Individual Analysis rated it as the second most important factor of 50 suggested factors. (They rated only "High Expectations" By Teachers above it.) When asked to describe the elements of a successful school, more symposium teams (14 of 15) described this as the premier quality of the staff than anything else.

2. **IN A SUCCESSFUL SCHOOL, THE CURRICULUM IS SYSTEM-WIDE, IS DEVELOPED IDEALLY WITH STAFF PARTICIPATION, IS SEQUENTIAL, IS DIVIDED INTO UNITS, CONTAINS WIDELY COMMUNICATED PERFORMANCE OBJECTIVES, AND IS SUBJECT TO REVIEW AND REVISION.**

   THE INSTRUCTIONAL STRATEGY USES FREQUENT TESTING FOR DIAGNOSTIC PURPOSES, CALLS FOR CONCEPT MASTERY BEFORE A PUPIL MOVES TO THE NEXT UNIT, AND PROVIDES FOR RECYCLING OF PUPILS WHEN THEY HAVE NOT REACHED MASTERY. SUCH RECYCLING MAY INCLUDE REGROUPING, ASSIGNMENT OF INDIVIDUAL EXERCISE AND DRILL, CROSS-AGE TUTORING, OR EVEN RETENTION.

Taken together, these descriptions of the basic instructional program of a school are what Benjamin Bloom and others describe as Mastery Learning. (They could be interpreted to be included in what the Michigan Department of Education describes as the "Six Step Accountability Model," as well, though they are not so clearly stated therein.) While very few respondents in the Field Interviews used that term, they did name five factors among their top ten that were components of Mastery Learning: Diagnostic Testing, Development Of Performance Objectives, Monitoring Of Test Results By The Prinicipal,Introduction Of Pre-kindergarten And Kindergarten Testing And Diagnosis and Adoption Of A New Reading Program. We concluded that all 19 schools had adopted and implemented the basic elements of Mastery Learning.

Substantiation for this conclusion was found in the response to the Individual Analysis. Diagnostic Testing was rated the fourth most critical of 50 factors in that analysis and Insisting On Concept Mastery and "Mastery Learning" Put Into Practice tied for the fifth most critical.

Further substantiation of the effectiveness of this method for organizing curriculum and instruction comes from the results of the exercise to develop a "Formula for Success." In that exercise, the most frequently made statement about the curriculum in a successful school was that it "contains clearly-stated performance objectives." Eleven of 15 teams made that statement. Eight teams also described the curriculum as providing for continuous review and revision, seven teams said the curriculum was sequential, five teams added that it was district-wide and three teams described the curriculum as allowing for diagnostic placement of pupils. In describing the Testing Program in a successful school,

the most frequently made statement (9 of 15 teams) was "As a diagnostic tool, it provides vital information on the degree to which pupils are achieving objectives."

3. **IN A SUCCESSFUL SCHOOL, THE PRINCIPAL IS A STRONG OVERALL LEADER WITH GOOD HUMAN RELATIONS SKILLS, GOOD PUBLIC RELATION SKILLS, AND A VERY GOOD UNDERSTANDING OF CURRICULUM AND INSTRUCTION.**

It was obvious to the interviewers (the writer and associate Ken Riopelle) conducting the Field Study that the leadership role played by the principal in each of the 19 schools was critical to the success of that school. The staffs in each of the schools did not usually specify this as a factor. As a consequence, the leadership of the principal does not appear as a frequently mentioned factor in the Field Interview results. However, when teachers talked about a high level of communication and cooperation among the staff, the importance of developing performance objectives, the institution of diagnostic testing, the development of new programs to get parent support, etc., they were describing conditions and programs that were a consequence of effective building level leadership.

The superintendents and coordinators, on the other hand, often singled out the leadership of the principal as a key factor. In five cases, the assignment of a new principal to that specific school was identified by the superintendent or coordinator as the factor making for that school's success.

Seventeen of the 19 principals were perceived by the interviewers as being very knowledgeable concerning curriculum, instructional strategies, testing, texts, etc. In

fact, seven of the principals had served previously as reading consultants and five of those were serving their first year as an elementary principal in 1976, the year the school started to improve. Sixteen of the 19 had had all their previous experience at the elementary level. In the two cases in which the principals did not impress the interviewers with their deep understanding of curriculum, there was a staff member who clearly assumed the instructional leadership of that staff. The other staff clearly looked to that staff member as the leader in instructional matters. The principal supported that role for that staff member.

In the Individual Analysis, the symposium participants rated "Push" From The Principal as the third most critical factor in their school's success and Over-all Leadership Skills Of The Principal as the ninth most critical factor.

All fifteen teams participating in the development of the "Formula for Success" had something to say about the role of the principal. Nine teams described the principal as having "strong overall leadership skills." Eight teams said the principal in a successful school has a strong curriculum background. Eight teams described the principal as being consistently supportive of the staff and five teams said the successful principal has high expectations of the staff.

4. IN A SUCCESSFUL SCHOOL, THE STAFF IS STABLE, FLEXIBLE, INNOVATIVE, AND SKILLED IN BASIC TEACHING TECHNIQUES.

Staff Stability was the second most frequently mentioned factor in the Field Interviews (It tied for this position with Diagnostic Testing and Adoption Of A

New Reading Program.) Fourteen of the 19 schools cited staff stability as a factor in their success. In fact, all 19 schools had little or no staff turnover during the three-year period of improvement.

In the Individual Analysis, the symposium participants rated Staff Stability as the eighth most critical factor (of 50) in their school's success. They rated Staff Experience as the twelfth most critical.

Curiously, when asked to describe the staff in a successful school, only three teams of fifteen participating in the Formula for Success exercise made a statement related to staff stability: those three teams described the staff as having "worked together for a period of years." However, eight teams described the staff as "flexible, innovative, adaptable" and seven teams said the successful staff is "skillful in basic teaching techniques."

5. IN A SUCCESSFUL SCHOOL, THE PARENTS ARE SUPPORTIVE BECAUSE THEY ARE COMMUNICATED WITH WELL. IN SOME CASES, COMMUNITY EDUCATION PROGRAMS MAKE THIS POSSIBLE.

New Parent Contacts was the sixth most frequently identified success factor in the Field Study. Eleven schools of the 19 specifically mentioned and described new "parent contact" programs as instrumental in their success. Such programs included "curriculum nights," "class nights," school newsletters, classroom newsletters and systematic, scheduled phone calls to parents. Eight schools volunteered the information that the community education program had played a significant role in garnering parental support. The explanation in those schools was that the

community education activities (Recreational activities, men's clubs, women's clubs, adult education classes, family nights, etc.) had attracted to the school certain parents who might not otherwise take an interest in school. The rapport thus established carried over into the regular school program. Such parents began to play a more supportive role in the instruction of their children and were generally more supportive of the school.

Respondents to the Individual Analysis rated General Parental Support sixteenth most critical of 50 success factors.

When asked to describe the elements of a successful school, 14 of 15 teams participating in the Formula for Success exercise made statements about the role of The Parents. Eleven of those teams said the parents in a successful school are "supportive" of the schools. Nine teams described the parents in a successful school as being involved in the school through the P.T.A., through the community education program, as volunteers and as financial supporters. Six teams said the parents in a successful school are highly informed about school goals and programs.

A Special Note: Support for the schools can take different forms. It does not necessarily always include involvement. As we have seen, some of the schools in this study credited the community education program for enhancing their ability to establish rapport with certain parents. Other schools may not need this help. Two schools in our study, both in upper-middle class neighborhoods, make extensive use of parents as volunteer classroom aides. Getting such volunteer aid is

easy in those areas. In fact, at least one respondent in the Field Study confessed that the school would prefer less help.

In rural Morenci, population 2,000, parental support means strictly support, but just about no involvement. Successful Morenci Elementary School doesn't even have a P.T.A., but the staff there will assure you that parents in that community support whatever the school does and says. Parents in Morenci have great faith in the school, but don't necessarily care to be in it themselves. When there is disagreement between pupil and teacher, in Morenci the teacher is usually right.

6. IN A SUCCESSFUL SCHOOL, THE SUPERINTENDENT IS AN EFFECTIVE OVER-ALL LEADER WHO COMMUNICATES CLEARLY THE IMPORTANCE OF ACADEMIC ACHIEVEMENT.

The leadership of the superintendent was the fifth most frequently identified success factor in the Field Interviews. Twelve of 19 schools mentioned an impetus from the superintendent as a critical factor in their improvement. All 15 teams participating in the development of the "Formula for Success" had something to say about the role of the superintendent. Overall, they ranked the role of the superintendent behind only the role of the staff and the role of the principal in the order of importance to discuss. Eight teams emphasized the importance of the superintendent setting overall directions and objectives for the school system and seven teams described the superintendent in a successful school as the "district-wide education leader."

Good leadership at every level was identified as a success factor in these 19 schools. Leadership roles played by principals, curriculum directors, coordinators, consultants and, sometimes, teachers, were consistently identified as contributory. But leadership in a school district begins with the superintendent. He or she sets the tone, points out the directions and "leads the band." Principals, coordinators, consultants and teachers in the 17 districts knew what their superintendent wanted. Not one of the 17 superintendents was perceived by us, the interviewers, as the kind whose actions might be dictated by the philosophy,

"There they go. I must hurry. I'm their leader."

7. IN A SUCCESSFUL SCHOOL, ALL THE PARTIES INVOLVED IN THE TEACHING-LEARNING PROCESS KNOW WHAT IS EXPECTED OF THEM.

The respondents to the Individual Analysis rated High Expectations By Teachers as the single most critical factor in their schools' success. However, as was pointed out earlier, when that factor was not specifically offered as a choice, such as in the Field Interviews and in the team discussion, its frequency of mention was not very high. High Expectations is a generality. When the respondents in the Field Interviews were asked what had made them successful, they were quite specific in their responses. The teams that described the elements of a successful school were likewise very specific. It is as if, in both cases, it is assumed that High Expectations are there as a precondition and to say that High Expectations are important is redundant, too general, and not very helpful. The term High Expectations really describes the faith that "95% of all students can learn whatever it is we have to teach them," — certainly a

necessary pre-condition for success in any school and certainly observed as an important article of faith in all 19 schools. *What is really significant about the 19, however, is that the means existed or were created for implementing that faith: Specifically, expectations were not just high, but clearly defined, broadly communicated and widely understood.*

In these 19 successful schools, the definition of expectations begins with the MEAP itself (minimal proficiencies). Expectations are further defined and then communicated with the development of performance objectives. Teachers know what they are expected to teach and when. Pupils know what they are expected to learn and at what stage they should have learned it. Parents know precisely what the expectations are and what they can do to help. Frequent testing determines whether or not expectations are being met. Recycling capacity makes fulfillment of expectations possible for all youngsters.

It is not enough to have high expectations. Expectations must be high *and clear.*

A Formula for Success?

Do these seven statements constitute a formula for success for any school? Obviously, it would be presumptious to make such a claim. In view of the methodology employed in this study, however, the submission is made that they do constitute the formula for success for these 19 schools. These successful practitioners were asked in personal interviews to say what made them successful. Then, they had an opportunity to review and confirm what they had said. Next, they had an opportunity to think again, privately, about the factors that had made them successful and to rank those

factors in order of importance. (The Individual Analysis) Finally, they had an opportunity to develop concensus with other successful practitioners from other school districts regarding what makes a successful school. The seven statements derive from all of that activity.

Perhaps the most important observation of all is that, for these 19 schools, the conditions described in the seven statements constitute a *critical mass.* As was pointed out earlier, some schools had some ingredients in place prior to the period of improvement, but only when all seven came into place did the improvement begin. The improvement was dependent upon these seven conditions being " in place" and was independent of socio-economic background of the pupils, wealth of the district, expenditure-per-pupil, pupil-teacher ratio, etc., etc. We suggest, then, that while this may not constitute a formula for success for all schools, that, indeed, many more factors may be involved for many schools, yet, school district policymakers may be well advised to ask themselves whether or not they have at least these seven elements in place. In doing so, they might ask themselves the following questions:

Do we have conditions in all of our schools that maximize the opportunities for staff communications?

Do we have a system-wide curriculum with clearly-stated performance objectives?

Do we employ diagnostic testing?

Do we insist on concept mastery before moving pupils to the next concept?

Do we provide for recycling of pupils who have not achieved mastery?

Do our principals have good overall leadership skills?

Do our principals understand curriculum and instruction?

Do our principals monitor test results?

Is our teaching staff skilled in basic teaching techniques?

Do we have policies that maximize staff stability?

Do we have in-service programs developed to serve needs expressed by the teachers themselves?

Do we communicate learning expectations to parents?

Are there parents we do not reach who might be reached with community education programs?

Does our superintendent communicate a high value for academic achievement?

Do we communicate clear expectations for everyone involved in the teaching-learning process?

The formula for success described by the 107 symposium participants apparently continues to work. A follow-up study of the successful schools shows that 13 continued to improve from 1979 through 1981, three maintained their level of success and only one declined. (Two were closed due to small enrollments and their pupils were absorbed into another school.) The school that declined lost its principal in 1980 but, without further study, we have no basis for knowing whether or not that was a factor.

The Impact of Community Education

Addressing our original question: Does community education programming have an impact --- positive or negative --- on the academic achievement of youngsters in schools conducting such programs?

Community education programming was not identified in any way in any of the 17 schools conducting community education programs as having any kind of a negative impact on achievement. In eight of those schools, the community education activities were credited with reaching and subsequently involving parents who might not otherwise be reached. Hence, community education programming in those schools was identified as having an important positive effect on achievement.

Even in those schools where community education was not described as directly affecting academic achievement, it was clearly seen as an important way to involve larger segments of the population in the school and hence to garner a broader base of over-all support of the school. During the symposium, when discussing community education, reference was made frequently by the discussion groups to the capacity of community education programs to reach "The 70% of our voters who have no children in our schools."

Islands of Excellence

Finally, is "still another study of effective schools" important?

The 19 improving schools in this study are what Former New York Times Education Editor Fred Hechinger describes as "Islands of Excellence." Like hundreds of other schools across the nation, they are doing excellent things, but no one knows about them. They have no opportunities to

share their successes with other schools. Often, they don't even realize themselves why they are successful.

Until the exercise of the interviews and the proceedings of the symposium allowed for the necessary introspection, few of these 19 schools could really explain and define the components of their success. Few knew that they had certain critical elements in common with other successful schools. They did not know that they had achieved, in common with other successful schools, what we have described as a certain *critical mass.*

The purpose of studies like these, then, is to build bridges between islands of excellence in order that we might learn what makes for excellence and then share that knowledge with others who strive for excellence.

At the conclusion of the symposium, Eastern Michigan University President John W. Porter presented a recognition plaque to each of the schools. Here Principal Linda Makemson accepts for the Sugarbush Elementary School in the Anchor Bay School District.

Superintendent Neal Singles holds the plaque awarded to the Morenci Elementary School team. Left to right are: Testing Coordinator David McKelvey, Teacher Ilene Whitis, Singles, Teacher Jackie Green, Teacher Lorraine Pillow and Principal Joseph Ellison.

Appendix A
Symposium Program

EFFECTIVE SCHOOLS SYMPOSIUM

Hilton Airport Inn — Romulus, Michigan

PROGRAM

Thursday, November 12, 1981

9:00 a.m. - 12:00 noon Check in — hotel

11:00 a.m. - 12:00 noon Symposium Registration
Foyer — International Ballroom I

12:00 noon Luncheon
International Ballroom I & II

1:00 p.m. - 1:50 p.m. Opening Session
International Ballroom I & II

A Review of Findings: The 30 factors identified as influencing school improvement are presented

2:00 p.m. - 4:00 p.m. Individual School Teams
Team 1 — International Ballroom I
Team 2 — " "
Team 3 — " "
Team 4 — International Ballroom II
Team 5 — " "
Team 6 — " "
Team 7 — " "
Team 8 — International Ballroom III
Team 9 — Boardroom East
Team 10 — Boardroom West
Team 11 — Suite 140
Team 12 — Suite 242
Team 13 — Suite 246
Team 14 — Suite 342
Team 15 — Suite 346
Team 16 — Suite 442

Individual team members complete findings

Teams rate and rank order the factors for their schools

4:00 p.m. Break

4:30 p.m. - 5:30 p.m. Joint session of All School Teams
International Ballroom I & II

A composite of the factor rank-ordering is developed

5:30 p.m. Social Hour — Cash bar
Foyer — International Ballroom I

6:30 p.m. Dinner
International Ballroom I & II

7:30 p.m. - 9:30 p.m. School Teams Reporting Session
International Ballroom I & II

School teams report their ranking to large group

EFFECTIVE SCHOOLS SYMPOSIUM

Hilton Airport Inn — Romulus, Michigan

PROGRAM

Friday, November 13, 1981

8:00 a.m. Continental Breakfast
Foyer — International Ballroom I & II

8:30 a.m. - 9:30 a.m. Reconstituted Small Groups
Group A — International Ballroom I
Group B — " "
Group C — " "
Group D — International Ballroom II
Group E — " "
Group F — " "
Group G — " "
Group H — International Ballroom III
Group I — Boardroom East
Group J — Boardroom West
Group K — Suite 140
Group L — Suite 242
Group M — Suite 246
Group N — Suite 342
Group O — Suite 346
Group P — Suite 442

Small groups develop recommendations for higher education and public policy

9:30 a.m. Break

10:00 a.m. - 11:30 a.m. Joint Session of Reconstituted Groups
International Ballroom I & II

Small Groups report recommendations to large group

11:30 a.m. - 12:30 p.m. Panel of Reactors
International Ballroom I & II

Researchers and policy makers respond to recommendations.

1:00 p.m. Awards Luncheon

EMU President Porter presents awards to honored schools

3:00 p.m. ADJOURN

Appendix B
List of Participants

Participants

Anchor Bay
Elkins Bruce, Superintendent
Linda Makemson, Principal
William Carrothers, Principal
Edward Henrikson, MEAP Coordinator
James Gambino, Community Education Director
Linda Whelan, Teacher
Janice Anderson, Teacher
Jean Riesterer, Teacher
Susan Jarsulic, Teacher

Brandon
Richard Wilson, Superintendent
Dennis Jacobs, Adult & CommunityEducation Director
Robert Harvey, Principal
Judith Osborn, Teacher
Mark Gauthier, Teacher
Diane Blossom, Reading Specialist

Brighton
Ray Keech, Superintendent
Michael Shibler, Assistant Superintendent
Richard Holt, Principal
Joanne Close, Reading Specialist
Nancy Bloomquist, Media Specialist
Charlotte Marcotte, Teacher
Richard Close, President ofBoard of Education

Constantine
Kenneth Roberts, Superintendent
Anna Johansen, Principal
Nina Moyer, Teacher
Brenda Potts, Teacher
Marian Keigley, Reading Specialist
Lois Young, Preschool Coordinator

East China

Donald Pobuda, Superintendent
Charles Alley, Principal
Olive McCallum, Teacher
Celeste LaMere, Teacher
Gertrude Salamasick, Teacher
Linda Miller, Teacher
Joan Starkey, Teacher
Ronald Limberg, Director Elementary Curriculum

Escanaba

F. Joseph Mongue, Superintendent
Barbara Piguette, Teacher
Jerine Paulin, Teacher
Kenneth Myllyla, Principal
Vernon Ihlenfeldt, Director Special Projects
Nancy Schirmer, Coordinator Reading Programs

Howell

David Johnson, Superintendent
Donita Piles, Assistant Superintendent
Anna Anderson, Community Education Director
William Harvey, Director of Testing
Robert Smith, Principal
Alice Bruneau, Teacher
Joyce Syke, Teacher
Barbara Haines, Teacher and Reading Consultant
Douglas Paige, Principal

Huron Valley Schools

Clifford Scherer, Superintendent
Virginia Kovalic, Principal
Pat Briggs, Teacher
Sue Gumper, Teacher
Bill Devers, Teacher
William Hunter, Assistant Superintendent of Instruction
Eldon VanSpybrook, Community Schools Director

LakeVille
Thor Petersen, Superintendent
Donald Blackwell, Principal
Van Eldridge, Community Education Director
Fern McPherson, Reading Specialist
Marilou Peters, Teacher
Sandy Cormier, Teacher
Joy Newcomer, Teacher

Mason Consolidated
Richard Kackmeister, Superintendent
Margaret Gaffney, Principal
Howard Irwin, Principal
Patricia Jacklitch, Reading Specialist
Marian McPhillips, Reading Specialist
Ann Leathers, Test Coordinator
Peggy Hall, Teacher
Rosemary Mignano, Teacher
Barbara Keedy, Teacher
Patricia Chlebek, Teacher
June Hopkins, Assistant Superintendent
of Curriculum (Monroe County)

Morenci Area Schools
Neal Singles, Superintendent
Joseph Ellison, Principal
Lorraine Pillow, Teacher
Jackie Green, Teacher
Ilene Whitis, Teacher
David McKelvey, Testing Coordinator

Mt.Clemens Community Schools
Marcee Martin, Director of Curriculum & Instruction

Niles Community Schools

William Fairman, Superintendent
Phyllis Boissenin, Principal
Hannah Lundy, Teacher
Theresa Zona, Teacher
Terry Redman, Community Education Director
Nancy Merimonti, Director of Instruction
Youssef Yomtoob, Director Personnel Testing and Evaluation

Pinconning

Douglas Brownrigg, Superintendent
Jack Elzay, Administrative Assistant
Ruth Toth, Principal
Eunice Good, Reading Specialist
Edith LaLonda, Teacher
Diana Patterson, Teacher

Port Huron

James Dunn, Principal
Charlene George, Teacher Consultant
John Rose, Curriculum Specialist for Reading
William Kimball, Executive Director Elementary Education
Brian Winters, Principal
Grace Dunbar, Teacher
Wanda VanTroostenberghe

Thornapple Kellogg

William Rich, Principal
Jerry Page, Assistant Superintendent
David Mays, Director of Special Education
Steve Evans, Teacher
Margie Case, Teacher
Janet Geukes, Teacher

Guests

Wilbur Brookover,
Professor Emeritus
Michigan State University

George Brower,
Professor
Educational Leadership
Eastern Michigan University

Joe Coyner,
Associate Professor
Special Education
Eastern Michigan University

Ron Crowell,
Coordinator, Educational and
Professional Development
Western Michigan University

Frank Daly,
Professor
Educational Leadership
Eastern Michigan University

David Donovan,
Director
Michigan Department of
Education Research,
Evaluation and Assessment
Services

Don Elliot,
Executive Director
Michigan Association of
School Administrators

William Fleming,
Representative
Michigan Association of
School Administrators.
Assistant Superintendent,
Waterford School District

Ted Frier,
Education Writer
Livingston Press
Howell

Mary Green,
Associate Dean
College of Education
Eastern Michigan University

Roberta J. Hashbarger,
Director
Farm Project
Flint Community Schools

Wendel Hough,
Associate Dean
College of Education
Wayne State University

Becky Hutton,
Program Associate
C.S. Mott Foundation

Martha Irwin,
Professor
Teacher Education
Eastern Michigan University

Jim Jennings,
President
Michigan Elementary and
Middle School
Principals Association

David Johnson,
Assistant Professor
Mathematics
Eastern Michigan University

Hebert Jones,
Professor
Teacher Education
Eastern Michigan University

Doris Kilanski,
Professor
Educational Leadership
Eastern Michigan University

Arthur McCafferty,
Director of Credit Programs
Continuing Education
Eastern Michigan University

Robert McLennan,
Superintendent
Ypsilanti Public Schools

Jack Minzey,
Department Chairman
Educational Leadership
Eastern Michigan University

Carl Morris,
President
Michigan Association of
School Boards

Norm Niesen,
Department Chairman
Special Education
Eastern Michigan University

Paul Novak,
Coordinator, Educational
Program Evaluation
Michigan Department of
Education

James Perry,
President
Michigan Association of
Supervision and
Curriculum Development

Jaclynn Rogers,
President
Michigan Community School
Education Association

Beth VanVoorhees,
Assistant Professor
Special Education
Eastern Michigan University

Jerome Wiser,
Professor
Teacher Education
Eastern Michigan University

Scott Westerman,
Dean
College of Education
Eastern Michigan University

Sylvia Whitmer,
Representative
Michigan Association of
School Boards

Warren Williams,
Professor
Educational Psychology
Eastern Michigan University

Mike Wowk,
Education Reporter
Detroit News

Appendix C
Detroit News Article

Monday —

The Detroit News

MICHIGAN'S LARGEST NEWSPAPER

November 16, 1981
109th YEAR NO. 86

15¢

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19 schools in state get an 'A'

By Mike Wowk
News Staff Writer

Why do students in some schools perform better than students at other schools?

Or, to put it another way, what makes a good school tick?

Peter Clancy thinks he has the answer. Clancy, a researcher at Eastern Michigan University, says the "good" schools have one trait in common:

They tell students what they have to learn, test them frequently to make sure they are learning — and promote only those who *have* learned.

Clancy said that's the most striking finding of a study of the 19 "most improved" elementary schools in Michigan.

Clancy began his study by obtaining scores for more than 2,000 Michigan schools on the Michigan Educational Assessment Program, a test in reading and math ability taken each October by all fourth graders in the state.

HE PROGRAMED a computer to tell him in which schools fourth graders improved their reading and math scores at least 5 percent a year from 1976 to 1979.

Continued on Page 6A

NEWS PHOTO / CHARLES V. TIMES

Mt. Clemens' Lincoln Elementary, judged one of 19 'most improved' schools.

19 schools get 'A' in teaching

Continued from Page 1A

Out popped the names of the 19 schools. Clancy and his associate, Kenneth Riopelle, then visited each of the 19 to find out what they had in common. They found:

- Each "developed specific learning objectives, used testing frequently for diagnostic purposes and did not advance students until they had mastered the concepts."
- The teachers talked a lot to each other.
- Sixteen of the schools had adopted new reading programs based on fundamental, more structured textbooks.
- Teachers talked often to the parents of their students.

CLANCY FOUND that class size, per capita spending for education and teacher salaries made little difference in how well children learned.

Enrollment at the 19 schools ranged from 175 to 800 students. They included urban, suburban and rural districts, and high-, middle- and low-income communities.

Since Clancy began his study, one of the 19 schools, Mason South in Erie, has closed because of low enrollment. Another, West Leonard in Grand Rapids, may be closed because its enrollment is now under 200.

Five of the 19 schools are in the Detroit area. They are Sugarbush and Neldrett in the Anchor Bay district near New Baltimore; Lincoln in Mt. Clemens; Burt in the Brandon district, Ortonville; and Spring Mills in the Huron Valley district, Milford.

The others are McFall in the Thornapple-Kellogg district, Middleville; Mt. Forest, Pinconning; Howard, Niles; Jefferson, Escanaba; Southwest in the Lakeville district, Otisville; Spencer Road, Brighton; Northwest, Howell; Mason Central, Erie; Lakeport, Port Huron; Ward Cottrell in the East China district, St. Clair; Riverside, Constantine; and Morenci Elementary, Morenci.

Appendix D
Team Rosters

TEAM ROSTERS

EFFECTIVE SCHOOLS SYMPOSIUM

EASTERN MICHIGAN UNIVERSITY NOVEMBER 12, 13, 1981

TEAM 1

(Meets Thursday, Suite 140; Friday, Int. Rm. II)

ELKINS BRUCE, Supt. -- Anchor Bay -- CHAIRMAN
RICHARD HOLT, Princ. -- Brighton
BARBARA PIQUETTE, Tchr. -- Escanaba
JANET GEUKES, Tchr. -- Thornapple-Kellogg
DENNIS JACOBS, Comm. Ed. Dir. -- Brandon
MARIAN KEIGLEY, Rdg. Splst. -- Constantine
DONALD POBUDA, Supt. -- East China (Fri. only)
BRIAN WINTERS, Princ. -- Port Huron -- RECORDER

GUESTS: CARL MORRIS, Pres.,Mich. Assoc. School Boards
HERBERT JONES, Prof., Eastern Michigan University
PAT EDWARDS, C. S. Mott Foundation

TEAM 2

(Meets Thursday, Suite 242; Friday, Int. Rm. II)

RICHARD WILSON, Supt. -- Brandon -- CHAIRMAN
LINDA MAKEMSON, Princ. -- Anchor Bay
OLIVE MCCALLUM, Tchr. -- East China
JERINE PAULINE, Tchr. -- Escanaba
ELDEN VAN SPYBROOK, Comm. E. Dir. -- Huron Valley
JOANNE CLOSE, Rdg. Splst. -- Brighton
LOIS YOUNG, Pre-Schl. Coord. -- Constantine -- RECORDER

GUESTS: SILVIA WHITMER, Member Rep. Mich. Assoc. School Boards
BETH VAN VOORHES, Prof., Eastern Michigan University
WAYNE ROBBINS, C. S. Mott Foundation

TEAM 3

(Meets Thursday, Suite 246; Friday, Int. Rm. II)

RAY KEECH, Supt. -- Brighton -- CHAIRMAN
WILLIAM CORROTHERS, Princ. -- Anchor Bay
BRENDA POTTS, Tchr. -- Constantine
CELESTINE LA MERE, Tchr. -- East China
DIANE BLOSSOM, Rdg. Splst. -- Brandon
VERNON IHLENFELDT, Dir., Sp. Projects -- Escanaba
ANN ANDERSON, Comm. Ed. Dir. -- Howell -- RECORDER

GUESTS: DON ELLIOTT, Exec. Dir., Mich. Assoc. School Administrators
GEORGE BROWER, Prof., Eastern Michigan University
GLORIA GORDON, Mich. Dept. of Education

TEAM 4

(Meets Thursday, Suite 342; Friday, Int. Rm 1)

KENNETH ROBERTS, Supt. -- Constantine --CHAIRMAN
ROBERT HARVEY, Princ. -- Brandon
LINDA WHELAN, Tchr. -- Anchor Bay
GETRUDE SALAMASICK, Tchr. -- East China
MICHAEL SHIBLER, Asst. Supt. -- Brighton
WILLIAM HARVEY, Dir. Testing -- Howell
MARGIE CASE, Tchr. -- Thornapple-Kellogg
PATRICIA CHLEBEK, Tchr. -- Mason -- RECORDER

GUESTS: JACKIE ROGERS, Pres., Mich. Comm. Schl. Ed. Assoc.
LARRY LEZOTTE, Mich. State University

TEAM 5

(Meets Thursday, Suite 346; Friday, Int. Rm. 1)

DAVID JOHNSON, Supt. -- Howell -- CHAIRMAN
ANNA JOHANSEN, Princ. -- Constantine
JUDITH OSBORNE, Tchr. -- Brandon
CHARLOTTE MARCOTTE, Tchr. -- Brighton
JAMES GAMBINO, Comm. Ed. Dir. -- Anchor Bay
WILLIAM HUNTER, Asst. Supt. Inst. -- Huron Valley
PATRICIA JACKLITCH, Rdg. Splst. -- Mason Consolidated -- RECORDER

GUESTS: WILLIAM FLEMING, Mich. Assoc. School Administrators
WILBUR BROOKOVER, Mich. State University

TEAM 6

(Meets Thursday, Suite 442; Friday, Int. Rm. 1)

RONALD LINDBERG, Dir. Curr. -- East China -- CHAIRMAN
KENNETH MYLLYLA, Princ. -- Escanaba
JANICE ANDERSON, Tchr. -- Anchor Bay
MARK GAUTHIER, Tchr. -- Brandon
TOM MCPHERSON, Rdg. Splst. -- Lakeville
NINA MOYER, Tchr. -- Constantine
ANN LEATHERS, Test. Coord. -- Mason -- RECORDER

GUESTS: ROBERT MCLENNAN, Supt, Ypsilanti Schools
WARREN WILLIAMS, Eastern Michign University

TEAM 7

(Meets Tursday and Friday, Int. Rm 111)

F. JOSEPH MONGUE, Supt. -- Escanaba -- CHAIRMAN
CHARLES ALLEY, Princ. -- East China
PAT BRIGGS, Tchr. -- Huron Valley
JOYCE FYKE, Tchr. -- Howell
EDWARD HENRICKSON, M.E.A.P. Coord. -- Anchor Bay
RICHARD CLOSE, Bd. Pres. -- Brighton
ILENE WHITIS, Tchr. -- Morenci -- RECORDER

GUESTS: DAVID DONOVAN, -- Mich. Dept. of Education
WENDELL HOUGH, Wayne State University

TEAM 8

(Meets Thursday and Friday, Boardroom East)

CLIFFORD SCHERER, Supt. -- Huron Valley -- CHAIRMAN
ROBERT SMITH, Princ. -- Howell
JEAN REISTERER, Tchr. -- Anchor Bay
LINDA MILLER, Tchr -- East China
MARIAN MCPHILLIPS, Rdg. Splst. -- Mason
DAVID MCKELVEY, Test. Coord. -- Morenci
THERESA ZONA, Tchr. -- Niles -- RECORDER

GUESTS: RON CROWELL, West. Mich. Univ.
BECKY HUTTON, C. S. Mott Foundation

TEAM 9

(Meets Thursday and Friday, Boardroom West)

THOR PETERSON, Supt. -- Lakeville -- CHAIRMAN
VIRGINIA KOVALIC, Princ. -- Huron Valley
SUSAN JARSULIC, Tchr. -- Anchor Bay
JOAN STARKEY, Tcher -- East China
STEVE EVANS, Tchr. -- Thornapple-Kellogg
JUNE HOPKINS, Asst. Supt. Curr. -- Mason
JOHN ROSE, Curr. Splst. Read. -- Port Huron -- RECORDER

GUESTS: JAMES JENNINGS, Mich. Elem. & Middle Princs. Assoc.
DORIS KILANSKI, Eastern Michigan University

TEAM 10

(Meets Thursday, Int. Rm. 11, Friday, Suite 140)

RICHARD KACKMEISTER, Supt. -- Mason -- CHAIRMAN
DONALD BLACKWELL, Princ. -- Lakeville
SUE GUMPER, Tchr. -- Huron Valley
LORRAINE PILLOW, Tchr. -- Morenci
TERRY REDMAN, Comm. Schl. Dir. -- Niles
MARCEE MARTIN, Curr. Dir. -- Mt. Clemens
EUNICE GOOD, Rdg. Splst. -- Pinconning --RECORDER

GUESTS: MARTHA IRWIN, Eastern Michigan University
RACHEL MORENO, Mich. Dept. of Education

TEAM 11

(Meets Thursday, Int. Rm. 11, Friday, Suite 242)

NEAL SINGLES, Supt. -- Morenci -- CHAIRMAN
MARGARET GAFFNEY, Princ. -- Mason
BILL DEVERS, Tchr. -- Huron Valley
MARILOU PETERS, Tchr. -- Lakeville
NANCY MARIMONTI, Dir. Inst. -- Niles
EDITH LALONDA, Tchr. -- Pinconning
CHARLENE GEORGE, Tchr. Cons. -- Port Huron -- RECORDER

GUESTS: FRANK DALEY, Eastern Michigan University
JAMES PERRY, Mich. Assoc. Sup. & Curr. Dir.

TEAM 12

(Meets Thursday, Int. Rm 11; Friday, Suite 246)

WILLIAM FAIRMAN, Supt. -- Niles -- CHAIRMAN
HOWARD IRWIN, Princ. -- Mason
SANDY CORMIER, Tchr. -- Lakeville
JACKIE GREEN, Tchr. -- Morenci
JACK ELZAY, Adm. Asst. -- Pinconning
DAVID HAYS, Dir. Spec. Ed. -- Thornapple-Kellogg
GRACE DUNBAR, Tchr. -- Port Huron --RECORDER

GUESTS: THOMAS GWALTNEY, Eastern Michigan University
JO HASHBARGER, In-service Cons. -- Flint Schools

TEAM 13

(Meets Thursday, Int. Rm. 1, Friday, Suite 342)

DOUGLASS BROWNRIGG, Supt. -- Pinconning -- CHAIRMAN
JOSEPH ELLISON, Princ. -- Morenci
JOY NEWCOMER, Tchr. -- Lakeville
PEGGY HALL, Tchr. -- Mason
HANNAH LUNDY, Tchr. -- Niles
WILLIAM KIMBALL, Dir. Elem. Ed. -- Port Huron
WILLIAM RICH, Princ. -- Thornapple - Kellogg -- RECORDER

GUESTS: JEROME WEISER, Eastern Michigan University
GERRY WORDEN, Mich. Comm. Schl. Ed. Assoc.

TEAM 14

(Meets Thursday, Int. Rm 1, Friday, Suite 346)

LARRY MOELLER, Supt. -- Port Huron -- CHAIRMAN
PHYLLIS BOISSENIN, Princ. -- Niles
ROSEMARY MIGNANO, Tchr. -- Mason
VAN ELDRIDGE, Comm. Schl. Dir. -- Lakeville
DIANA PATTERSON, Tcher. -- Pinconning
NANCY SHIRMER, Coord. Rdg. -- Escanaba
DONITA PYLES. Asst. Supt. -- Howell -- RECORDER

GUESTS: DAVID JOHNSON, Eastern Michigan University
NORM NIESEN, Easter Michigan University

TEAM 15

(Meets Thursday, Int. Rm 1, Friday, Suite 442)

JERRY PAGE, Asst. Supt. -- Thornapple-Kellogg -- CHAIRMAN
RUTH TOTH, Princ. -- Pinconning
BARBARA KEEDY, Tchr. -- Mason
WANDA VANTROOSTENBERGHE, Tchr. -- Port Huron
NANCY BLOOMQUIST, Media Splst. -- Brighton
ALICE BRUNEAU, Tchr -- Howell
YOUSSEF YOMTOOB, Dir. Pers. & Test. -- Niles -- RECORDER

GUESTS: JUDY MCKEE, Eastern Michigan University
JOE COYNER, Eastern Michigan University

Appendix E

Thursday Team Reports

(The statements that follow are composed from the tape recorded oral reports given Thursday evening, the notes submitted by the reporters and the chartpad notes kept by the teams.)

In a Successful School, The Staff. . .

(Team 1)

Has pride in its accomplishments.
Is skillful in teaching techniques.
Has flexibility and adaptability as characteristics of its curriculum and in its grade levels.
Has a low turnover rate.
Is enthusiastic.
Includes support staff that is involved with kids.
Has open channels of communication in many directions within grade levels and across grade levels.

(Team 2)

Is flexible.
Is growth-oriented personally and professionally.
Has a good self-image.
Has high feelings of self-worth.
Has good feelings about the principal.
Is willing to work together.

(Team 3)

Must set high expectations of their students, must help them reach those goals and objectives.
Must be caring persons, enthusiastic, competent in the areas that they are teaching. (They may not be competent in all areas but if they have to go to team teaching, they should.)
Must maintain class control.
Should have positive self-images.
Are open to new ideas.
Share freely with their peers, are able to accept constructive criticism from their peers. Establish a positive rapport with students and parents, not just with their own classes, but throughout the total building.

(Team 4)

Has to be flexible in the implementation of the curriculum.
Should know what is expected of it.

(Team 5)

Like kids, like themselves, and like others.
Communicate openly with other teachers and administrators.

In a Successful School, The Staff...(cont.)

Are experienced in their subject matter area.
Are innovative and willing to change.

(Team 6)

Emphasizes the basic skills.
Is organized and has good communication with parents and each other. That is to be stressed.
Has good communication with the principal.
Is goal-oriented and has fairly high expectations of the students it's dealing with.

(Team 7)

(Recognizing that there are bus drivers, custodians, and many others who are part of the "staff", we looked primarily at the teaching staff.)
Are "people" persons.
Are really caring.
Love children.
Have terrific skills mastery.
Have strong communications skills.
Have an awful lot of common sense.
Have formal training as an absolute must.
Have very adaptive personalities.
Are very flexible and have a very wide background of experiences.

(Team 8)

Should be committed to working on defined objectives.
Has high expectations of students, not just MEAP minimal objectives.
Has mastered techniques of teaching.
Includes experienced teachers working together in the same grade level for a period of years.
Has good communications.

(Team 9)

Should be experienced, cooperative and have cohesiveness among themselves.
Should share curriculum with each other because they can't all be curriculum experts in every area.

In a Successful School, The Staff...(cont.)

(Team 10)

Is dedicated to students, curriculum, and a positive educational process.
Is stable and experienced.
Is willing to continue education through courses and in-service.
Meets individual needs of students (this we think is very important).

(Team 11)

Must have a good positive attitude.
Must be very communicative.

(Team 12)

Is caring, nurturing, creative and organized for the teaching process. They are able to communicate well.

(Team 13)

Obviously make up the front line. It is their job to be motivated and to motivate.
Like their job, understand curriculum, provide reinforcement and manage the resources in the classroom.
Have good rapport with students, parents, staff and administrators.
Have very high expectations.

(Team 14)

Is willing to share, resulting in open communication with each other and the community.

(Team 15)

Is the most important factor.
Is made up of teachers who are competent, child oriented, enthusiastic, professional, and have high expectations.
Has a very high level of inter-communications.

In a Successful School, The Principal. . .

(Team 1)

Should be the person that sets the tone of the building.
Brings the staff together for common purpose.
Has curriculum background and expertise.
Demonstrates leadership and provides direction.
Provides resources for staff development.
Has high expectations.
Is supportive of teachers and encourages teachers to take risks and be creative.
Is an effective evaluator of staff and curriculum.

(Team 2)

Sets goals for quality performance.
Is knowledgeable and supportive.

(Team 3)

Should be easily accessible to the staff and student population.
Supports the staff in their dealings with parents, especially disruptive students.
Is the curricular guide.
Is a good disciplinarian, maintains good discipline in the school, assists teachers with discipline in the class if needed.
Is a communicator and the public relations leader of that particular building.

(Team 4)

Ought to have the interpersonal skills to bring people together.
Ought to have a knowledge of curriculum.

(Team 5)

Selects good staff.
Hires good staff.
Is very important in putting together a good staff.
Should be a strong leader and motivator.
Should develop good relationships and communication with staff and community.
Should be organized and visible to staff.

(Team 6)

In a Successful School, The Principal...(cont.)

Is the educational leader in the building.
(We did suggest that possibly the principal can best be supportive and stay out of the way of the teachers, letting them do their own thing. Now that probably is not always true but, most of us that are in administration realize that it is really the staff, the teachers, that have to do it.)

(Team 7)

Sets the tone for the entire school.
Is the key person.
Has to have a strong curriculum background.
Is a guiding factor that sets the tone of the school.
Is very objective-orientated.
Is an authoritative figure but still a loving figure.
Understands that the individuality of the teacher is very important.
Is a very sharing and caring person.
Is a facilitator of the whole building.

(Team 8)

Should have high expectations of staff and pupils.
Should be the catalyst for new ideas.
Listens to people.
Believes in his staff.
Gets people to present ideas and then lets them go with them.
Is an effective people persoaun.
Interacts well with people.
Tolerates the ople around him, including parents, teachers, and students.
Is a positive community relations person.

(Team 9)

Is a strong leader --- in all areas.
Should implement the curriculum consistently.
Should set the tone.
Should be an effective communicator.

(Team 10)

Develops good staff morale.
Serves as the educational leader and facilitator of curriculum.

In a Successful School, The Principal...(cont.)

Fosters confidence and respects individuality in establishing high expectations of teachers.
Communicates jointly with teachers, superintendent and community.

(Team 11)

Allows teachers flexibility.
Promotes free and open discussion among staff.

(Team 12)

Is a genuine, caring and supportive leader who does everything possible to make the educational process successful.

(Team 13)

Has to be all things to all people.
Has to be an assertive leader.
Has to set the tone for the school.
Has to be informed, show support for the staff and have very positive staff relationships.

(Team 14)

Is visible, available.
Shows awareness toward staff and students.
Is a good listener who creates a positive school atmosphere for students and staff.

(Team 15)

Provides educational leadership for the building.
Has high expectations of his/her teachers.
Provides strong supervision.
Insures positive communications between staff and community.

In a Successful School, The Superintendent. . .

(Team 1)

Provides leadership by setting directions, including the establishment of objectives.
Is supportive of all staff groups.

In a Successful School, The Superintendent...(cont.)

(Team 2)

Sets expectations.
Is a good manager.
Communicates well.

(Team 3)

Should be a positive motivator for the total program --- with the board, with the teachers, other staff, and so forth.
Should be a district-wide educational leader, sincere in his dealings with the staff, community, with whomever he may come in contact.
Is the district's public relations leader regarding newsletters, and so forth.

(Team 4)

Is the additional person outside the building level to act as a leader. He should have high expectations.

(Team 5)

Has strong public relations with the community and the staff.
Has an awareness of the total educational system and the political climate.
Is open to suggestions and change in the curriculum.

(Team 6)

Is an educational leader.
Supports elementary education through policy adoptions.

(Team 7)

Is knowledgeable about the entire educational arena of the district.
Does not "hide behind a desk."
Is very supportive.
Has high visibility.
Is good at public relations.

(Team 8)

Provides education leadership and resources to implement all of the above. (Refers to team's statements regarding

In a Successful School, The Superintendent...(cont.)

staff, principal and curriculum.)

(Team 9)

Sets goals and priorities for the district.
Obtains support for those goals and priorities from the board and the community.
Sets a tone of high expectations.
Emphasizes a unified reading program.
Provides budget guidance.

(Team 10)

Is committed to excellence.
Makes reading and math a priority.
Maintains funding priority for reading and math.
Keeps the school board well-informed.
Supports the staff in development and revision of programs.

(Team 11)

Facilitates a good flow of communication between staff, administration and the board.

(Team 12)

Is well organized and responsible for establishing a good learning atmosphere.

(Team 13)

Is an informed leader who can anticipate the needs of the district.
Is able to communicate. (With communication, we think, comes credibility.)
Sets the standards for the district, including expectations for discipline and curriculum development.
Is the planning leader, both short and long term.

(Team 14)

Is a leader who demonstrates good public relations skills.
Is available to all.

(Team 15)

Sets high expectations for entire school system.
Supervises properly.

In a Successful School, The Curriculum. . .

(Team 1)

Has sequential skills.
Has clearly stated performance objectives.
Is regularly reviewed and evaluated.
Has teacher involvement in its development and evaluation.
Is balanced between affective and cognitive development.

(Team 2)

Is constantly evolving.
Is developmentally oriented to the level of the child.

(Team 3)

Should provide sequential performance objectives district-wide for all elementary grades. (Example: If you are going to be teaching nouns in this grade in this building first semester and verbs in the same grade in another building the same semester and a student transfers from the first building to the second building for the second semester, he may get nouns twice and miss verbs altogether. Performance objectives should be sequential and district-wide.)

(Team 4)

Should be performance-based, K-12.

(Team 5)

Needs to be one that meets the needs of individual students.
Has remedial and enrichment kinds of experience.
Is realistic.
Is supported by the district.
Is continually supported by teacher in-service.

In a Successful School, The Curriculum...(cont.)

(Team 6)

Must be constantly evaluated and developed. There must be coordination of programs district-wide. (We talked about "Goals Orientation." We talked about systematic approaches being used in reading --- things that we are all seeing much more of than we did 10 years ago.)

(Team 7)

Is a very necessary part of the program that should be influenced by everybody in the community and everybody in the community should be effected totally by it.

(Team 8)

Emphasizes basic reading and math.
Is coordinated and organized for school objectives.

(Team 9)

Has system-wide consistency.
Is objective-based.
Incorporates diagnostic placement of students, in math and reading particularly.
Uses principles of mastery learning.
Incorporates early intervention, such as preschool or developmental kindergarten.

(Team 10)

Provides clearly established goals and objectives.
Is constantly evaluated and upgraded through use of test results.

(Team 11)

Must be uniform throughout district.
Should clearly state the scope and sequence of skills to be taught.
Must incorporate the elements of "Mastery Learning" (Top of our priority list).

(Team 12)

Is organized sequentially, up-to-date, flexible and based upon needs, with planning for regular review.

In a Successful School,The Curriculum...(cont.)

(Team 13)

Is well-rounded with a strong foundation in the basics.
Provides for a solid planning cycle for revision, replacement and updating of materials and objectives.
Reflects the views of the community and is sequential.

(Team 14)

Has a continuous development that contains stated objectives and goals.
Provides the measurement necessary for evaluation of the effectiveness of instruction.
Allows for modification of curriculum through the testing program.
Insures that instructors are involved in its development.

(Team 15)

Provides a well-planned framework incorporating continuous and sequential programs.
Allows individuals to grow at their own rate.

In a Successful School,The Parents. . .

(Team 1)

Are supportive of education and school endeavors.
Are actively involved in the educational process.
Are concerned with the job the school is doing.
Are organized to support the school.

(Team 2)

Have the attitude that education is of importance.
(Parents in our communities evince the willingness to make the necessary sacrifices in order to provide a good educational environment. Parents were deeply interested and involved in the education process, especially those who, through community education, were brought into the building and got to understand what was going on in the total education program.)

In a Successful School, The Parents...(cont.)

(Team 3)

Are supportive of and involved with school, millages, curricula, whatever.
Must set high standards for their students and the school.
Should set learning environments at home.

(Team 4)

In the programs that were successful have been well informed and have been supportive of the programs.

(Team 5)

Are supportive.
Are involved in school.
Are reinforcing.
Are positive.
Are given options.

(Team 6)

Should have expectations that students do well and should be supportive of the school.

(Team 7)

Should be supportive.
Should be very questioning but also very positive about the whole educational process.

(Team 9)

Are communicated with regarding curriculum and student progress.
Provide financial support.
Are involved in the instructional process (as volunteers, aides, etc.)
Have high expectations.
Pressure for excellence.

(Team 10)

Are communicated with.
Are involved in schools as volunteers and as P.R. persons.
Are committed and supportive.
Participate in in-service programs.

In a Successful School, The Parents...(cont.)

(Team 11)

Must be involved.
Are the key to achievement. The greater their understanding and support the greater the pupils' achievement.

(Team 12)

Must be partners in the total educational process of the children.

(Team 13)

Need to be informed and involved.
Are good role models for their children.

(Team 14)

Have interest in the schools and the education of their children.
Place a high premium on education, establishing high expectations for their children.
Must be willing to communicate with the school.

(Team 15)

Stress education at home.
Ideally, are of the Jewish faith.

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In a Successful School, The Curriculum Director. . .

(Team 1)

We have no comments on, because there was only one district represented in our groups that had a curriculum director left. Members of the group hence didn't feel they could comment on this.

(Team 2)

Coordinates teachers, programs, etc.

(Team 3)

(We don't have one in our district, but other districts must have, so we discussed this.)
Should be an educational leader for the teachers, a researcher, an innovator, a listener to teachers, to the community, students, and so forth.

(Team 5)

Knows about other districts and universities.
Has knowledge of most recent programs.
Involves staff in program development and evaluation.
Possesses strong evaluation skills.

(Team 9)

Is very important. Every district should have one.
Should coordinate groups and communicate the curriculum across the district.

(Team 11)

Has the responsibility to assure district-wide uniformity of curriculum, scope and sequence of skills to be taught and testing procedures.

(Team 12)

Is the facilitator and coordinator for getting the staff and the community organized for ongoing instructional evaluation and improvement.

In a Successful School, The Curriculum Director...(cont.)

(Team 13)

Maintains close working relationships with the principals and the staff.
Has to be a super salesman.
Must do the curriculum planning and the organization but must funnel that through the principal.

(Team 15)

Provides for constant observation and evaluation of the instructional programs, implementing changes when necessary.

In a Successful School, The Pupils. . .

(Team 1)

Possess the desire to achieve.
Have pride.
Respond to positive reinforcement.
Are responsible.

(Team 2)

Are a stable population.
Are developmentally placed.
Are aware of parents' concerns and goals.

(Team 3)

Are important for lots of reasons, but increase their achievement when they know what is expected of them.

(Team 4)

Have great pride and seem motivated.
Feel good about themselves as students.
Have a strong desire to learn.
Enjoy school.
Achieve.
Are involved in various kinds of school activities.

(Team 5)

Have pride and are motivated.

In a Successful School, The Pupils...(cont.)

Have good self-images.
Have a positive desire to learn.
Enjoy school and achieve.
Believe schools can teach them.
Are involved in various activities.

(Team 6)

Have strong internal motivation.
Are receptive to learning.
Have positive attitudes toward school.
(Most of us are experiencing a more receptive attitude on the part of students and more concern and interest on the part of parents. We are working with publics that are more interested than they were some years ago.)

(Team 9)

Should succeed (i.e., have appropriate learning tasks).
Need to attend regularly.
Need to be directed to spend time on tasks efficiently.
Benefit from cross-age tutoring.

(Team 10)

Make up a stable population.
Are actively involved in learning.
Develop positive self-concepts.
Discipline themselves.
Cooperate with one another.

(Team 12)

Are learners with good attitudes toward themselves and others.
Are strongly task-oriented.

(Team 14)

Learn responsibility while having fun and success at school.

In a Successful School, The Pupils...(cont.)

(Team 15)

Are strongly task-oriented.

In a Successful School, The Community Education Program. . .

(Team 1)

Is responsive to the needs of the area.
Is the center of community activity.
Is fully utilizing school plant resources.
Includes a successful adult education program.

(Team 2)

Plays a key role in getting certain parents into the building, leading to their deep interest and involvement in the education process.

(Team 3)

Recognizes that only 30% of the adults have children in school, the other 70% do not and we must get them involved. We must have them in the school.
Improves the quality of life in the community.

(Team 5)

Makes the Community aware of what the school is trying to accomplish.
Surveys, assesses, and reflects the needs of the community.

(Team 9)

Brings the community into the schools.
Increases public awareness of what the schools are doing.

(Team 10)

Is going to become very important to the schools in the times ahead.
Gets non-parents involved in the schools.
Provides the opportunities to market education programs.
Is responsible for external public relations.

In a Successful School, The Community Education Program...(cont.)

(Team 11)

To the degree that it increases parent involvement, contributes to greater pupil achievement.

(Team 12)

Helps create respect for education as a life-long process.

(Team 13)

We see as a very positive public relations tool.
Provides a model for students, showing them that learning is a life-long journey.

(Team 15)

Generates community involvement and support.

In a Successful School, The Board of Education. . .

(Team 1)

Is knowledgeable about school programs and is supportive of administration.

(Team 2)

Is felt by some of us as not being very important.
(Others felt the board's knowledge and support were valuable.)

(Team 4)

Is important in setting goals, and establishing curriculum standards.

(Team 5)

Is aware of what school is all about.
Consults, and then makes policy.
Talks to the staff.
Supports administrators and staff.

(Team 6)

Must support policies and expenditures that reflect priorities

In a Successful School, The Board of Education...(cont.)

for educational needs.

(Team 7)

Is a group of people who should be representative of the community.

Should be a group that is representative of the whole community, not particular political interests.

(Team 9)

Provides community input.

Is informed about schools and curriculum.

Is supportive of staff's implementation of instruction, politically and financially.

(Team 10)

Develops written policies and philosophies which reflect the needs of the community.

(Team 12)

Has the responsibility to set policy, hire an effective superintendent and be committed to the value of education for the entire school district.

(Team 13)

Sees as its primary job the hiring of an effective superintendent.

Allows the superintendent to run the district, trusting and supporting him/her.

Communicates with the community and supports the staff.

(Team 15)

Hires a viable superintendent who provides strong, positive leadership.

In a Successful School, The Special Programs. . .

(Team 1)
Provide effective supplementary assistance, boost self-esteem and provide for small group and individual instruction.

(Team 3)
Should be tailored to fit all students, the low, the middle, and the high.

(Team 4)
Were number four in importance in our case.
(Remediation had a great deal to do with bringing the low group up.)

(Team 5)
Serve all need areas.
Supplement other efforts.

(Team 6)
Can be aimed at meeting individual needs.

(Team 10)
Should correlate and reinforce the student classroom programs.
Should be supplemental to the classroom program.

(Team 12)
Complement and reinforce the general education program.

(Team 13)
Take care of the needs of the gifted and students with special needs.

(Team 15)
Assure that educational opportunity is provided for 100% of the children.

In a Successful School, The Testing Program

(Team 1)

Highlights strengths and weaknesses by objectives.
Clearly communicates expectations to parents, teachers and community.

(Team 2)

When diagnostic, is important for student placement.

(Team 4)

We viewed as a map showing us how well we are traveling down the road of curriculum.

(Team 5)

Is very important in curriculum development.
Is designed to accurately measure accomplishment of objectives and communicate that to staff and parents.
Makes students test-wise.

(Team 9)

Gives meaningful data to teachers with implications for instructional strategies.

(Team 11)

Must be standardized.
Should be carefully structured and scheduled.

(Team 12)

Reflects the objectives of the curriculum, is used as a teaching tool and is revised as warranted.

(Team 13)

Provides a benchmark.
Helps to measure the mastery of skills.
Reflects the curriculum goals of the district.

(Team 15)

Provides means for evaluation of the achievement of children.
Provides information needed for change or improvement of instruction.

In a Successful School, The Media Center. . .

(Team 1)

Has a wide and current selection of materials.
Has certified specialists who have a background in curriculum.
Provides opportunities for kids to utilize the skills that they are learning in their regular classroom.
Provides materials for professional development.

(Team 2)

Provides multiple resources, easily accessible.

(Team 3)

Serves the staff and the students.
Is the heartbeat of the elementary school.
Teaches media skills to the students.
Provides in-service training for the teachers on the operation and care of the equipment.
Provides reference material for teachers.
Provides library services for students and teachers.
Keep its eyes open for innovative materials that can be used.

(Team 5)

Is a learning center.
Is a resource center.
Has varied materials.

(Team 10)

Is an up-to-date support system that enriches and reinforces the curriculum.
Is fully utilized by staff and students.

(Team 12)

Complements and reinforces the general education program with a variety of materials.

(Team 13)

Is well rounded, accessible, and supports the curriculum.

(Team 15)

Is fully developed.

In a Successful School, The Community. . .

(Team 1)

Is last on our list of importance. (We've heard the statistic that 70% of the people in the community don't have children. But 100% of the people who have children are in our schools. The community has to accept the responsibility for its schools.)

(Team 5)

Has civic pride.
Is supportive (finances, programs)
Is informed.
Provides resources.
Demands high achievement.

(Team 10)

Determines the success of the school system by the degree to which it is supportive.
Supports the schools financially.
Is in close communication with the schools.
Is involved in the schools.

(Team 13)

Must be supportive of the schools.
Has pride in the schools, and trusts the leadership and staff of the school.

(Team 15)

Does not take the school for granted.

Appendix F
Friday Team Reports

Colleges of Education and Teacher Preparation Programs. . .

(Team 1)

Should use successful schools as centers for pre teaching experiences.
Should continue to identify successful schools.
Should develop some sort of screening process based on the findings that describe an effective staff member.
Should direct their efforts toward retraining for direct impact on the classroom.
(Since districts are now losing financing in the affective programs (P.E. and Fine Arts,) and since some teacher training programs have dropped the general requirements in these skill areas because of special itinerant teachers covering these skill areas, a recommendation should be made to colleges to provide retraining in these areas.)

(Team 2)

Should get out into the field, be practical.
Should institute dialogue between faculty and school personnel on a regular basis.
Should provide earlier teaching experience for student teachers.

(Team 3)

Should provide multiple experiences for students.
Should have professors who have teaching experience. (Practice what you preach.)
Should reinstate lab schools.

(Team 4)

At the graduate level need to address specific, critical issues in relating to students and their needs.
Should provide more practical knowledge, less theory.
Should be more selective in admissions at the undergraduate level.
Should increase certification requirements at the elementary and middle school level, especially middle school.

Colleges of Education and Teacher Preparation Programs (cont.)

(Team 5)

Should provide earlier classroom contact.
Should provide more up-to-date course offerings.
Should provide in-service for veteran teachers, tailored to meet district objectives.

(Team 6)

Should offer less theory, more on-the-job training, more reading methods classes, more staffing by actual teachers in the field rather than professors who are not working in the field.
Should have stricter entrance requirements.

(Team 7)

Should provide earlier classroom experiences for student teachers.
Should establish closer working relationships between one another and with local districts.

(Team 8)

Should review programs for development of professionalism at all levels.
Should develop better models for pre-service and in-service refinement.
Should coordinate their efforts with professional associations toward strategic planning and needs assessments.
Should investigate paid internships for administrators.
Should have courses that go beyond adequacy and teach quality of work life.

(Team 9)

Should get professors back into the classrooms and/or have more field people in college sessions.
Should give student teachers more field practice.
Should promote more internship programs.
Should become more involved with local districts in the development of in-service programs in Math and Reading.

Colleges of Education and Teacher Preparation Programs (cont.)

(Team 10)

Should require that student teachers be in the classroom from the beginning.

Should require classes on classroom management with official record keeping, easy-plan book writing, student contracts, CA-60's, etc.

Should encourage student teachers to try a variety of teaching styles.

Should offer more internships that involve working and taking courses at the same time.

Should coordinate with other colleges of education to avoid over-populating the teaching field --- make sure students know how limited the field is before they spend four years preparing.

Should teach how to deal with larger classes.

Should get professors into the classroom, have actual classroom teachers conduct seminars and classes for a practical approach to teacher education.

(Team 11)

Should offer retraining of veteran teachers to add to certification.

Should offer more on-the-job training.

Should provide more training in discipline and paperwork management.

(Team 12)

Should identify effective schools and effective techniques and processes for prospective student teachers.

Should establish a more critical screening process for prospects entering colleges of education.

Should have teaching staffs with a background of practical experience.

Should provide veteran teachers with more opportunity to update themselves.

Need a closer correlation of all colleges/ universities for standards of teacher training.

Should provide for an internship experience of longer duration and better quality.

Colleges of Education and Teacher Preparation Programs (cont.)

(Team 13)

Should define excellence at their level and pursue it.
Should let professors teach the class and not the students. No more of everyone taking a chapter of the book.
Should, if the material is worth presenting, test on it.
Should not hire professors who don't have public school experience.
Should look at the anxiety curves in their classes. Does anxiety build toward the end of the course? It shouldn't if everyone knows what the expectations are, including the professor.
Should require course outlines.
Should monitor the quality of professors in a more active way.
Should stress business approach to schools but not eliminate the more enduring non-material aspects of education. (If some of the B.S. were cut out, this could happen in a 30-hour program.)
Should continue valuable extern programs.
Should see that current grads have microcomputer instruction as part of their curriculum.
Should screen candidates for undergraduate programs. (Not everyone should be a teacher.)
Seem to be doing better.

(Team 14)

Should begin pre-student teaching experience in the freshman year.
Should provide continuity in pre-student teaching experiences.
Should require regular education students to take at least one special education course.
Should offer a course on testing and measurement at the undergraduate level.
Should make student teachers aware that changing pupil populations make it more likely than in the past that they will be teaching in their minor areas sometime during their careers.
Should establish cooperative relationships between the universities and school districts in order to provide classes

Colleges of Education and Teacher Preparation Programs (cont.)

and workshops to meet districts' needs.

(Team 15)

Should set high standards.
Should have competent and experienced faculty.
Should assign student loads that allow supervisors to supervise adequately their student teachers.
Should have adequate course work and curriculum.
Should have a better sequence of curriculum in classroom management techniques.
Should provide students with more experience time in schools.
Should provide continuing education on the job.

The Michigan Department of Education . .

(Team 1)

Should further develop their testing programs in order to help districts identify and strengthen areas of weaknesses.
Should reduce bureaucracy and red tape, get closer to the grass roots.
Should allow the local district more direct control of priorities for spending and programming.

(Team 2)

Should develop the service concept, as opposed to control, if they really believe in local control.

(Team 3)

Should recognize that every school and community is unique.
Should be flexible.
Should eliminate paper work.
Should provide in-service for regents of teacher preparation institutions.

(Team 4)

Should institute special certification for middle school teachers.

Michigan Department of Education (cont.)

Should institute elementary certification for k-5.
Should serve as a service agency, rather than a regulatory one.

(Team 5)

Should push the legislature for better funding.

(Team 6)

Should not mandate programs without funding.
Should be staffed with people with an educational background.
Must continue to listen and, in turn, make changes based on public hearings.

(Team 7)

Should look at the "farce" of 7th and 8th grade certification.
Should reduce the cumbersome paper work required by special education.

(Team 8)

Should issue less specifically-restricting guidelines.
Should allow decisions to spend to be made by the users.

(Team 9)

Needs more technical consultants (Reading, Math).
Should strengthen ISD support.
Should disseminate more information about contact people.

(Team 10)

Should develop credibility.
Should provide direction regarding where the public school system is going.
Should provide documentation (not delegate documentation to local schools.)

(Team 11)

Should be the inspirator and facilitator.
Should become a political force in the defense of education.

Michigan Department of Education (cont.)

(Team 12)

Should be more aggressive in developing and initiating financial proposals.
Should become more of a leader, pulling all education factions into a more unified force for the good of all of education.

(Team 13)

Should try to get into the reality of mandated programs.
Should give yes or no answers to direct questions and stop hedging. (If you don't know, say so.)
Should reduce its compulsion to control.
Should get off the sledgehammer approach to all districts when only a few have had a problem. For example: a) New school hot lunch regulations for all the state when Detroit screws up. b) New uniform budgeting act for all when most districts had a very good and accountable system in place already.
Should act more as a resource and less as a policeman.

(Team 14)

Should require all certified educators to take course work every five years in order to maintain certification.

(Team 15)

Should set higher standards for teacher certification.
Should set minimum educational standards and provide leadership for the state.

The Media. . .

(Team 1)

Should be told about effective teachers and successful programs on a regular basis.

(Team 2)

Need to be more positive. (Good things are happening.)
Should be dealt with by us in a more positive way.

The Media (cont.)

(Team 4)

Should stress positive school aspects regularly.
Need to be honest in reporting at all times.

(Team 5)

Are needed in order to reach the 70% who do not have children in school.
Should publish test scores - positive or negative.
Should stress the positive.
Have a right to expect accurate information from us.

(Team 6)

Should avoid stressing the spectacular and the controversial.
Should be supportive of schools.
Should use a positive approach, objectively presented.

(Team 7)

Should be more pro-education.
Should emphasize the plus of education rather than

(Team 9)

Should write headlines that reflect more accurately the content of newspaper stories.
Should expect us to provide them with better information.
Should be sent local school newsletters.
Should be dealt with by someone in the school district responsible for public relations.

(Team 10)

Have an obligation to print factual information, to include positive news, even to seek positive news.
Should serve as vehicles to inform public of school events and honors, also to educate public generally on ways to improve their children's skills.

(Team 11)

Should give more recognition for academic excellence vis-a-vis, sports, music, etc.

The Media (cont.)

(Team 12)
Need more education about education.

(Team 13)
Should recognize that schools need good press now.
Should expect that schools will keep them informed.

(Team 14)
Should accent positive aspects of education on a regular basis.

School Boards in General. . .

(Team 1)
Should encourage interaction between staffs.
Should free up staff to observe other successful teachers.

(Team 2)
Should have standards for membership.
Should have in-service before serving.

(Team 4)
Should be active in civic issues.
Need to be advocates of schools.

(Team 5)
Need specific information re: financing/ programming.
Should require in-service for new membership.
Should talk more with employees.

(Team 6)
Must be qualified.
Should run for office out of a genuine interest in schools rather than with an axe to grind.

(Team 7)
Should be in the business of establishing policy and should not interfere in administration.

School Boards in General (cont.)

(Team 9)

Should require in-service training to become a school board member. (utopian goal)
Should be more aware of local school programs and policies.
Should be more politically pro-active, rather than reactive.
Should increase or expand the accountability model.

(Team 10)

Need to have a cross-section of citizens from the community.
Need to keep current on issues, should be willing to research.
Should be willing to visit schools without an invitation.

(Team 11)

Must learn the difference between policy making and administration.

(Team 13)

Should get ready to take some heat during the bad times coming up.
Should stop "dumping" on administration;we need to hang tough, together
Should take advantage of opportunities to get educated for their job. it is a responsibility. It should not be a platform.
Should set goals with the superintendent, so he is less vulnerable.

(Team 14)

Should establish detailed plans to in-service teachers who are forced to teach out of their major field.

(Team 15)

Should set higher standards for hiring superintendents.
Should involve more people in the interviewing process for the selection of superintendents, principals, and certain others.

School Boards in General (cont.)

(Team 15)

Must cover positive aspects of school programs.

The Legislature. . .

(Team 2)

Must accept the responsibility for funding schools.

(Team 3)

Should send money.
Should spend money wisely.
Should prioritize how money is spent.

(Team 4)

Needs to come up with a creative way of financing schools.
Needs to accept more responsibility.

(Team 5)

Needs to re-set priorities.
Needs to revise the school-aid formula, make it fairer.
Needs to do something about workmen's compensation in Michigan.

(Team 7)

Should change the way schools are funded.

(Team 10)

Should either re-set priorities or provide funding.
Should set limits to programs that concern students who cannot be helped in the regular school.
Is obligated to give education the priority it once had.

(Team 11)

Should be realistic with mandates.
Should establish a better business climate in the state through reform in workmen's comp. and welfare.
Should not over-mandate without full funding.

(Team 13)

Should deal with the financing of schools in a responsible way.

The Legislature (cont.)

Should set minimum statewide millage for each district.
Should stop playing games with location of fiscal years.
Should get state aid payment back to 1st of the month, not 30th, so locals don't have to borrow.

(Team 15)

Should keep out of educational management.
Should supply 100% of the funding for mandated programs.
Should be sure they are informed regarding the consequences of their decisions.

The Professional Associations in General. .

(Team 5)

Should establish qualifications for positions.
Should be more professional.
Should endorse merit pay.
Should become more cohesive.

(Team 7)

Should get their acts together.

(Team 9)

Should form more coalitions for greater political strength.

(Team 12)

(We feel that all the various associations and organizations listed cause fragmentation of the total educational effort. Some are political, some attempt to be practical, but all need a common focus (not limited to education.) For example, perhaps all organizations could concentrate on financing. We recommend that the State Board of Education should assume this responsibility. Our final opinion came to the point that none of the organizations on the list have much impact on our lives, one way or another.)

Professional Associations in General (cont.)

(Team 13)

Should group together and begin to speak with a common voice --- pool their influence.

(Team 14)

Should promote growth by providing varied professional development opportunities for their specific association members.

(Team 15)

Should keep members informed of new techniques and latest research in the field.
Should provide for communication between members.
Should provide motivation.
Should set standards in the field along with lobbying for needed change.

The State Board of Education. . .

(Team 2)

Should be elected on a non-partisan basis.
Should be made up of educators.
Should have minimum qualifications for membership.

(Team 4)

Should provide services, rather than regulate.

(Team 10)

Should hire qualified Michigan Department of Education directors.
Should be prepared to maintain financial support for all mandates.
Needs to have staff who have had recent classroom experiences.

(Team 13)

Should get a commitment to a minimum quality of education throughout the state for all districts.
Should get an effective alternative plan to voting on millages.

The State Board of Education (cont.)

Should develop a minimum programming guarantee for all kids in the state.

(Team 14)

Must be willing to make the commitment to provide funds to require conferences, workshops, or classes, even beyond the masters degree level.

(Team 15)

Should look at what is critical to the education of students.
Should set priorities for funding in the order of what effect that funding will have on children.

The School Boards Association. . .

(Team 1)

Should encourage positive commentary and recognize positive programs with regularity.

(Team 2)

Should orient potential candidates (in-service training).
Should promote more communication among boards.

(Team 3)

Should require in-service for school board members.
Should have an award-reward system in order to encourage broader participation.
Should use citizen advisory groups.

(Team 4)

Needs to be a more effective forum in lobbying for education.
Needs to be more visible as an instrument of education.

(Team 10)

Should lobby in favor of education.
Should provide training for new school board members.
Should recognize that industrial management techniques don't work with public education structures.

The School Boards Association (cont.)

(Team 12)

Should provide more ongoing assistance for teaching boardsmanship to new and prospective members.
Should initiate legislation requiring local candidates' participation in boardsmanship training opportunities.
Should promote more involvement and participation by board members on a statewide basis.

In-Service Programs. . .

(Team 2)

Should get some funding from the state.

(Team 3)

Are worthwhile to teachers when each teacher goes, when they are at the building level, and when teachers participate in their design.
Are especially valuable for reassigned teachers.

(Team 5)

Need more continuity, more follow-up.

(Team 6)

Are greatly needed and valuable.
Should be offered on released time rather than after the teaching day.
Need teacher input for effective meeting of needs.

(Team 14)

Should be planned by teachers so they serve actual needs of teachers.
Should be kept at individual building levels.

Community Education Programs. . .

(Team 7)

Are becoming more important.
Must reach the segment of people who do not have children in school.

(Team 9)

Community Education Programs (cont.)

Should offer programs to assist parents and community members in understanding teacher and administrator roles within the education system.
Should in-service parents about their roles as educators in the home.

(Team 11)

Should provide adult education which will improve the educational level of the total community, eventually creating improved attitudes toward education.

(Team 14)

Should be the way to continue to offer enrichment classes eliminated by budget cutbacks.

The Community School Association . . .

(Team 2)

Should come together as one group. (adult and community education are now divided.)

(Team 3)

Should serve members with informational support.
Should focus on improving:
a) image.
b) administration.
c) staff.

(Team 10)

Should provide leadership and direction for upgrading community education programs so that the legislature can adequately fund them.
Should encourage local education programs.

(Team 15)

Should provide for reentry into the educational process of those who have dropped out.
Should provide programs that involve the community

The Superintendents Association. . .

(Team 2)

Should promote greater communication with teacher groups and non-educators.
Should find ways to work together with other associations.

(Team 4)

Has same needs as curriculum association and principals association.

(Team 7)

Should be less political.

(Team 10)

Should keep contact with the state legislature.
Should be a channel for local concerns to progress to the state level and, conversely, for state level concerns to be reported at local level.
Should keep new ideas coming to individual districts.

The Curriculum Association . . .

(Team 2)

Should become more visible.
Should communicate the latest research on learning.

(Team 4)

Should bring to our attention successes of new or existing curriculum programs.

(Team 10)

Should update materials.
Should strive for coordination between subject areas.

(Team 12)

Should define its purposes more clearly.

The Principals Association . . .

(Team 1)
Should make use of the findings of this symposium.

(Team 4)
Needs to emphasize curriculum development issues.

(Team 10)
Should continue publication of their excellent magazine, which should be shared with staff.

Community Education Directors . . .

(Team 2)
Should increase programs in the community.
Should expand cooperative relationships with other community organizations.

(Team 5)
Are the biggest resources to the community.
Should be used as local resources by classroom teachers.
Should provide in-service for volunteers.
Should provide public relations for the community.

(Team 10)
Should be aware of the increasing need for public relations and marketing of the public school program.
Should be involved with the 70% who do not have children in schools.

Superintendents . . .

(Team 2)
Should give in-service to newly elected board members.

(Team 11)
Need to get more positive feedback instead of everyone dumping on them.

Principals. . .

(Team 6)

Must listen to teachers, foster open communications, be supportive of teachers and what they are trying to do.
Must be knowledgeable in curriculum.
Must be involved with the kids in order to keep in touch.
Must have an elementary background to be an elementary principal.

(Team 11)

Should assure consistent test conditions.

This is a study of 19 elementary schools in Michigan whose pupils improved substantially their performance on standardized tests every year over a three-year period. By means of in-depth interviews and intensive review at a two-day symposium, the superintendents, consultants, principals and teachers of the 19 schools describe their "Formula for Success." The formula contains seven elements that the author suggests constitute a *critical mass* that all 19 schools put into place in order to bring about their success. The suggestion is made that educators and educational policy-makers who seek excellence should assure that their schools at least have these elements in place.

Author Peter Clancy brings to the study the practical perspective of a 25-year veteran of public school administration. Dr. Clancy's experience includes six years as Superintendent of the Flint, Michigan Public Schools and nine years as Associate Superintendent for Community Education in that system.